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ABSTRACT

This document contains materials directly related to the actual reading test of the Pennsylvania System of School Assessment (PSSA), including the reading rubric, released passages, selected-response questions with answer keys, performance tasks, and scored samples of students' responses to the tasks. All of these items may be duplicated to provide training tools for teachers and practice materials for students. Teachers may use any of the items as a model for developing their own related, selected-response questions and performance tasks for classroom use. For grade 5, two passages are presented: the "Mysterious Loch Ness Monster" informational passage and "The Big Race" narrative passage. For grade 8, the informational passages presented are "Everything You Don't Want in a Game" and "Thomas Alva Edison: The Man Who Invented the 20th Century." For each of these passages, selected response questions and constructed response questions and answer examples are presented. (SLD)

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The Pennsylvania System of School Assessment

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PSSA
Pennsylvania System of School Assessment
Released Reading Items

INTRODUCTION

Pennsylvania students in grades 5, 8 and 11 complete a reading assessment that is a reliable indicator not only of a student's reading skills, but also of a district's curriculum. The Pennsylvania Department of Education recognizes that all school districts need to understand the format and the focus of the reading assessment. Consequently, the Reading Assessment Advisory Committee (RAAC) has developed several documents that will be beneficial and valuable to teachers, administrators, community members, and, most significantly, students.

READING

This document contains materials directly related to the actual reading test—the reading rubric, released passages, selected-response questions with answer keys, performance tasks and scored samples of students' responses to the tasks. All of these items may be duplicated to provide training tools for teachers and practice materials for students. Teachers may use any one of the items as a model for developing their own related, selected-response questions and performance tasks for classroom use.

The Reading Assessment Handbook and the Pennsylvania Instructional Handbook are also available. These documents contain instructions, samples and techniques for developing assessment instruments for grades 5, 8 and 11.

Mary Emminger
Supervisor Educational Measurement and Evaluations
Pennsylvania Department of Education

PENNSYLVANIA READING ASSESSMENT RUBRIC

This rubric was designed by the Reading Assessment Advisory Committee to be used in the Pennsylvania Reading Assessment. The elements of reading being assessed through this rubric are limited to those that can be addressed through written responses in the on-demand performance portion of the assessment. Specifically — *Understanding, Comprehension and Connections. Risk-taking* is also an important element, developing throughout life's learning process. However, given the constraints of this assessment, *Risk-taking* was not included. The RAAC advises that assessments developed at the classroom, school and district levels include this element.

LEVEL 4

- Demonstrates a thorough understanding of the complexity of the text through detailed elaboration and extensions of text with sophisticated ideas, insights and reflections. There are no errors in text-based facts.
- Exhibits a level of comprehension that extends beyond the literal, to the personal, critical and/or evaluative responses.
- Cites evidence, makes a variety of strong connections to other experiences, texts, concepts, issues and/or cultural settings.

*LEVEL 3 **

- Demonstrates confident, coherent and adequate understanding and interpretation of the text through some elaboration and extension.
- There are no major errors in text-based facts.
- Exhibits a level of comprehension that reflects extensions that are more literal or personal.
- Makes connections to personal experiences, other texts and/or background knowledge.

LEVEL 2

- Demonstrates a limited understanding and/or interpretation of the text. There may be errors in text-based facts.
- Exhibits a level of comprehension that consists primarily of literal responses to the text.
- Makes connections between other experiences and text that are disjointed, fragmented, limited and not integral to the text.

LEVEL 1

- Demonstrates an attempt to respond with very limited evidence of understanding of the text.
- There may be errors in text-based facts.
- Exhibits a level of comprehension that consists of disjointed, incomplete or irrelevant responses.
- Might use relevant copied text.
- Makes only distant connections to the text, using sketchy details.

LEVEL 0 — Consists of 3 types of responses.

- **Non-Scorable** (NS) papers are blank.
- **Off-Task** (OT) papers show no relationship to task and text, are illegible, irrelevant copied text or written in a language other than English.
- **Intentionally Off-Task** (IO) papers are ones that have unrelenting profanity, are a refusal to perform, state a baseless charge of too personal or are drawings, scribbling, etc.

*Note — Level 3 (or higher) is to be viewed as the performance standard for all students.

Grade 5

Mysterious Loch Ness Monster
~ Informational

The Big Race
~ Narrative

Grade 5

Informational Passage

Is Nessie a real sea monster left over from the age of dinosaurs or is it just a *hoax* to get people to visit Scotland? Read the story and answer the questions which follow it.

Mysterious Loch Ness Monster

by Robert Gray

There is a monster lurking in the deep, cold water of Loch Ness in Scotland. It hides in the lake's inky black water, surfacing only to chase fish.

That's the story, at least. Many people swear it is true. Stories about the "beastie" have been told for centuries by people who live around the loch (a Gaelic word, pronounced "lock," that means "lake").

Loch Ness lies in Scotland's Great Glen, a deep gorge cutting across the country. At the end of the last ice age, the deeper parts of the glen filled with water and became Scotland's lochs.

Loch Ness is about a mile wide, 24 miles long, and up to 980 feet deep. Year round, the water stays a chilly but unfrozen 42 degrees.

For centuries Loch Ness was isolated, home to a relatively few farmers and fishermen. Then in the early 1930s, a road was built along the shoreline. Explosions echoed between the mountains as cliffs were blasted. Reports of "monster" sightings skyrocketed.

What did people claim to see?

"A tremendously powerful, long, dark object swirling about."

"A neck and head sticking above the water."

"Two long, oval humps dipping below the water and reappearing, all the time moving slowly across the loch."

"It raised its neck out of the water and shook itself."

"The water seemed to be boiling. I could see two fins approximately 25 feet apart and traveling at a fair speed through the water."

By putting such reports together, artists have drawn pictures of a creature with a small head, protruding eyes, a thin neck, a long (at least 20 feet) body and triangular fins.

The local people years ago thought of the beastie as part of the family. But during the 1930s, a local newspaper coined the catchy term Loch Ness Monster. That changed everything.

Tourists began to flock to Loch Ness from all over. A large zoo offered $10,000 for the monster caught alive. A circus owner raised the offer to $86,000. A liquor company offered $2.4 million.

Some feared the attention would prove dangerous to a rare and interesting animal. They worked to get it legal protection. For that, the creature would need a scientific name. Sir Peter Scott, a naturalist, invented

GO ON

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one, *Neisteras rhombopteryx* (nessi-TARE-us rawm-BOP-tare-ix), which means "diamond-finned marvel from the Ness."

The public came up with its own name: Nessie.

By whatever name, the monster in Loch Ness became world famous, though scoffed at by most scientists. Peter Scott was criticized for naming an animal that might not even exist.

Ever since, Nessie fans have tried to gather solid evidence that it does exist. They have used trained observers, cameras, a submarine, a blimp, a glider, traps, music, and bait. Nothing has worked, not even a model of a pretty female monster.

A few pictures have been taken of Nessie. So far, the best is the "Surgeon Picture" taken in 1934. It shows what appears to be a long, slender neck with a small head sticking above the water. A circle of ripples in the water surrounds the neck.

Two underwater photographs taken in 1972 show what could be a triangular fin and a head. But the photos are not clear. Loch Ness' murky water makes underwater photography and viewing by divers or submarines almost impossible.

The best motion pictures of Nessie were taken from the surface by an Englishman named Tim Dinsdale. A figure with a hump on its back is shown swimming.

Most scientists don't accept any of these pictures as evidence. The images are too fuzzy and mainly just show silhouettes with little detail.

After World War II, Nessie hunters started using a new tool, sonar (sound navigation ranging). Sonar sends out underwater "beeps" that bounce off objects and produce an image, or "trace." In 1954, a fishing boat on Loch Ness got an unusual sonar trace. It was of a 50-foot-long object that seemed to have humps, legs, head and tail.

In 1989, an English company put up a prize of almost $500,000 for anyone who could produce good, hard evidence of Nessie. Despite crews of trained observers, cameras and sonar, nothing was found.

But based on the various reports over the years, a few scientists believe that Nessie might really exist.

Robert H. Rines, president of the Academy of Applied Science, says "Everybody knows that there is something in the loch. The question is, what?"

The skeptics have ideas of their own. For instance, Robert Craig, a Scottish engineer, suggests that Nessie is actually logs floating on the loch. Maurice Burton, a British naturalist, says the monster is a family of otters rollicking in the water.

Skeptics ask what an animal as large as Nessie can find to eat in Loch Ness. The loch water is acidic, limiting plant life that could provide food. Skeptics also wonder how monsters got in the loch in the first place. There is only one small, shallow river leading to the sea.

Believers say the loch holds an enormous amount of fish for Nessie to eat. They say the monsters swam in from the ocean when the ancient glaciers were receding and the river was larger. When the river shrank, they were trapped in the loch.

And why hasn't such a large animal been seen by now?

It *has* been, the believers would say. Over the centuries, there have been more than 10,000 reports, 3,000 of them in recent times.

GO ON

No corpses or skeletons of the monsters have been found because upon death creatures in the loch sink to the bottom and never resurface. The believers have an answer for everything.

Thousands of tourists visit Loch Ness each year. They spend millions at the local hotels, shops and restaurants. Is Nessie just a myth or a hoax kept alive to lure visitors and their money?

Pranksters keep busy at the loch. "Monster" tracks were found near Loch Ness a few years ago. Somebody made them with a stuffed hippopotamus foot. A gigantic bone was discovered onshore. Nessie's? Nope. It was a whale jawbone stolen from a museum.

People with theories about Nessie outnumber even the pranksters. Nessie could be a totally new animal unknown to science, they say. Or perhaps an invertebrate, like a huge snail, slug, squid or worm. Some suggest it is a mammal, a "super seal" that got trapped away from the ocean. Or maybe a manatee, whale or porpoise.

Perhaps Nessie is a giant fish—a huge shark or eel.

Then there are those who think Nessie is actually a descendant of the plesiosaurs, a group of marine reptiles that lived during dinosaur times. These creatures probably ate fish, had long, slender necks, small heads, large bodies and triangular fins. To the believers, they sound just like Nessie.

The skeptics hoot at the idea of a plesiosaur living in Loch Ness or anyplace else. Plesiosaurs became extinct 65 million years ago.

But some Nessie fans want to believe that somehow a few plesiosaurs survived the great extinction that ended the reign of dinosaurs. The believers suggest a small group of ancient animals somehow adapted to changing conditions over millions of years.

Scientists just laugh and wait for someone to show them a body, a skeleton or even a good clear photograph of the Loch Ness Monster. Until then, Nessie will remain a mystery.

SEA MONSTERS APLENTY

Stories about aquatic monsters are not confined to Loch Ness. The ancient Babylonians told of a monster named Tiamat. Early sailors reported seeing sea serpents—long, winding beasts that breathed fire.

Monsters have been reported at other Scottish lakes, in Ireland, throughout Scandinavia, Africa, and Russia. "Skrimsl" is the monster in Iceland. Canadian Indians talk of "Naitaka," a monster they say once ate an entire herd of horses.

Now read each question and mark the best answer on your answer booklet.

GO ON

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74. The story says that some people think Nessie may be a **hoax**. What is a **hoax**?

E an unusual sea monster
F a story intended to trick someone
G a newspaper story that is true
H I don't know.

75. What is probably the **main** reason the author wrote this story?

A to present both sides of the argument about Nessie
B to urge scientists to keep searching for Nessie
C to prove once and for all that there is a monster
D to let people know that the Loch Ness Monster is a hoax

76. When did Loch Ness form?

E early in the 1930s
F after World War II
G after the last ice age
H after the mountain cliffs were blasted

77. The Greek word *skeptikos*, meaning *to question*, as used in this passage means

A qualified.
B quizzical.
C skeptical.
D skillful.

78. What **first** brought a lot of people to the isolated Loch Ness area?

E People said they saw a monster after a new road was built.
F Tourists were attracted by new hotels and shops.
G There was new scientific interest in dinosaurs.
H The invention of sonar made finding Nessie more likely.

79. Why was Sir Peter Scott criticized?

A He had made up a scientific name that didn't mean anything.
B He had given Nessie its nonscientific name.
C He had tried to collect a reward for finding Nessie.
D He had named an animal that might not be real.

80. What is one reason why many local people might want to pretend there is a Loch Ness Monster?

E to amuse their children
F to bring in tourists and their money
G to make fun of the scientists who don't believe in Nessie
H to scare people away from their town

81. Which of the following statements is an opinion?

A Everybody knows that there is something in the loch.
B Loch Ness lies in Scotland's Great Glen.
C Rewards were offered for Nessie's capture.
D The waters of Loch Ness are murky.

82. The Loch Ness Monster passage is an example of

E a persuasive text.
F a narrative text.
G a biographical text.
H an informational text.

83. Why do some Nessie hunters use sonar?

A A fishing boat almost found Nessie by using it.
B There is no other way to search underwater.
C Nobody will ever get a good photograph of Nessie.
D It is able to find objects in water that is not clear.

84. What do some believers think Nessie eats?

E fish
F otters
G seaweed
H aquatic plants

85. "Did you get the picture?" when asking about Nessie would be an example of

A a simile.
B slang.
C an idiom.
D rhyme.

86. Based on descriptions of Nessie and plesiosaurs, in what way is the monster like a plesiosaur?

E Both are probably extinct.
F Both have long necks.
G Both have large heads.
H Both are mammals.

87. Tourists probably began to flock to Loch Ness to

A catch Nessie and collect the reward.
B observe scientific research.
C feed and play with Nessie.
D see Nessie and take pictures.

88. Why do a few scientists believe that Nessie might really exist?

E They find the number of sightings hard to ignore.
F They have seen the monster themselves.
G They do not require proof to believe in a monster.
H They want to win prize money for discovering a monster.

GO ON

89. This selection was written to

A convince the reader that Nessie exists.

B give the reader information about Nessie.

C give the reader a picture of Scotland.

D keep people from traveling to Loch Ness.

90. Which of these is **most likely** to happen in the future?

E Scientists will prove that Nessie is not a dinosaur.

F Someone will finally catch Nessie.

G More people will claim to have seen Nessie.

H Someone will admit that Nessie never existed.

91. Which of the following conclusions can **best** be drawn from this story?

A Many people believe that the Loch Ness Monster exists, and there is growing evidence that they are right.

B The local Scottish people have made Nessie up.

C Scientists don't believe there is a Loch Ness Monster.

D Many people believe that the Loch Ness Monster exists, but so far there is no solid evidence.

92. Which of these is a **fact** rather than an opinion?

E People are mistaking an enormous fish for a monster.

F Plesiosaurs became extinct millions of years ago.

G Nessie is most likely a new type of animal.

H Local people made up the monster to make money.

93. With which of these statements would the author probably **disagree**?

A Scientists should soon be able to prove that Nessie exists.

B The story of the Loch Ness Monster remains a mystery.

C Too much money is being spent on the search for Nessie.

D Even trained observers have never been able to spot Nessie.

Read each question below and mark the best answer in your answer booklet.

94. Which of these words probably comes from the old English word *tonel*, meaning *tube*?

E title

F tone

G tongue

H tunnel

GO ON

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95. Which of these words probably comes from the old English word *geste*, meaning *tale*?

A jet
B guest
C jester
D gesture

96. George Washington Carver made many discoveries. Which of these would probably tell the most about the discoveries he made?

E an atlas
F a dictionary
G an encyclopedia
H a library catalog card

97. Under which of these headings in the encyclopedia should you look to find facts about the peanut industry in certain states of the United States?

A States
B Peanut
C Industry
D United States

98. Which of these sections in an encyclopedia probably would contain the most information about steam locomotives?

E Steam
F Trains
G Motion
H Transportation

Use the index below to answer question 99.

streets:
crosswalks, 52
intersections, 51–53
one-way, 55
safety signs, 58–60, illus. 58, 59

traffic:
islands, 54
regulations, 33–45. *See also* streets
rush hours, 20–21
signals, 22–23, illus. 23
speed-controlled zones, 61–62

transportation (public):
buses, 16–19, illus. 18

trucks:
long-haul, 15, illus. 15

99. Which of these sentences would probably be found on page 15?

A Public transportation systems include buses and subways.
B When crossing streets on foot, you should always use crosswalks.
C A major trucking route includes the cities of Denver, Kansas City, and Chicago.
D The first automatic signals were used in Detroit in the early 1920s.

CLOSE YOUR BOOKLET **and answer booklet so your teacher will know you are finished.**

STOP

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Answer Key for
Mysterious Loch Ness Monster
Grade 5 Informational Passage

Item	Correct Answer	Standards Category
74	F	1.1 C
75	A	1.2 A
76	G	1.1 D
77	C	1.7 A
78	E	1.2 B 4
79	D	1.1 G
80	F	1.1 G
81	A	1.2 A1
82	H	1.3 A
83	D	1.1 G
84	E	1.1 D
85	C	1.7 B
86	F	1.1 G
87	D	1.2 A 3
88	E	1.1 G
89	B	1.2 A 4
90	G	1.2 A 3
91	D	1.2 A 3
92	F	1.2 A
93	A	1.2 A
94	H	1.7 A
95	D	1.7 A
96	G	1.8 A
97	B	1.8 A
98	F	1.8 B 1
99	C	1.8 B 2

Constructed Response Question

You are a newspaper reporter visiting Loch Ness when Nessie is sighted swimming close to shore. Write an article in which you describe Nessie, what Nessie is doing and the crowd's reactions to it. Write your article in the space below.

As you write, be sure to:

- Use information from the story to help with your article.
- Include what Nessie looks like, what Nessie is doing and how people are reacting.
- Use your own ideas.
- Write neatly and clearly.
- Use only the space provided.

AFTER YOU HAVE CHECKED YOUR WORK, *CLOSE YOUR BOOKLET* AND ANSWER BOOKLET SO YOUR TEACHER WILL KNOW YOU ARE FINISHED.

STOP

Constructed Response Examples

SIGHTING OF NESSIE!

People come pouring into Scotland to see Nessie. Nessie comes swimming close to shore & pops head out into the open air. People are coming as fast as they can just to see Nessie. Nessie is a very large underwater creature, she has greenish kind of blue skin that is bumpy like a toad. She has a dark green belly with a large neck & a very fat body. The body is large. The head is small with 2 little black eyes sticking out. She has a little hole for a nose & fins that are triangular, but rounded at the tops. She started thrasing her head around which was covered with seaweed & got some on the people. The people got scared & started screaming. Then Nessie got frightened she swam away & turned around back towards us. She came swimming at us with great speed. All of a sudden something got her attention it was a school of fish, she swam towards them & swallowed them all in one gulp. She came swimming back at us then she dipped her head down & swung it back & forth. Every one got so scared they went running. A few people tripped because they were so nervous. Then after everyone left Nessie went back under the deep, black, muddy water to her home.

4 - The student demonstrates thorough understanding of the text and the task. Inventive details about the Nessie sighting ("greenish kind of blue skin that is bumpy like a toad" and "thrashing her head around ... covered with seaweed") serve as extension of the story and add personal connections.

There was a crowd of people when I got there. Women were gasping for breath and fainting at the sound of a pin drop. As Miss Nessie lay on the shore of Loch Ness. She looked exactly like a plesiosaurus (I sort of you don't know what a plesiosaurus looks like I'll describe her. She has teeth that could show T rex a thing or too! (good thing she only eats small fish!) She has small eyes that have a sense of love, kindness, + gentleness in her like she doesn't want to hurt us just be friends. A small child wandered up to Nessie when her mother wasn't looking, Nessie (with her teeth) picked her up by her dress and put her back in her parents arms. This reporters conclusion is we should leave Nessie at Loch Ness were she's happy. Instead of luring her at some point, embrace her and show her we want to be friends also. For she is a sign of beauty not ugliness a sign of peace not war. She is a wonderful thing and we should apologize that not quite it and put it out with the garbage.

Written.

4 - The student demonstrates a thorough understanding of the text and task. Details from the story ("looked exactly like a plesiosaurus"), along with descriptive elaborations of the text ("She has teeth that could show T rex a thing or two") show a personal response that connects with the story.

There it was. A long neck and a small head submerging from the water, people gasp. That's right we're here at Loch Ness at a sighting of Nessie or The Loch Ness Monster. Quick as a flash the head disappears. Nessie has a long neck a small head and triangular shaped fins. She is about fifty feet long. That is if she exists. Many scientists do not believe she exists. They say that the photos taken by many people are not enough proof. But still there are many believers. Nessie has been spotted by people for centuries, but there are still non-believers. Maybe we'll never know the truth.

3 - The student demonstrates an adequate understanding of the text. The response uses details from the text ("a long neck, " and "triangular shaped fins"), but the student wanders off task when taking issue with the existence of Nessie.

This is a story an amazing story, on this day the lockness monster has come up. I really can't belive it, as I am writing this down Nessie has jumped out of the water at least fifty feet. She's coming around to face me. The crowd is going wild the smart ones are heading out to get the rewards for their pictures. Wait All of a sudden a large splash. Now she's gone... Well it's been an hour nothing guess she's gone for good. This certainly will be a day to remember.

3 - The student has an adequate understanding of the text and task. There is good description of the crowd and some fun imaginative images, but there is little story-related description.

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This is Lydia Zavala reporting to you things about Nessie. We have spotted him. He is very close to shore. He looks weird from my view. He has boigy eyes that glow, his legs look like combs, his arms have plates on them which make him be able to hurt someone if he touches them with it. He has big nostils that flair and his neck is long like a giraffe's neck. Well that is all of what I have to say. Stay tuned for Action News at 11:00 pm for more about Nessie.

2 - This student demonstrates a limited understanding of the task. The response is written like a TV newscast instead of a newspaper report. There is some elaboration on text-based facts ("his neck is long like a giraffe's neck"), but the crowd reaction is missing.

NESSIE

Nessie has just been sighted very close to shore. I have picture to proove it to you. Nessie is so big she could swallow three buses at one time. If you want to see it. It's right down her at Lochnes If you are lucky you might get a picture of it to show your friends.

2 - This paper shows limited understanding of the performance task. There is some evidence that the student has read the text, as there is mention of Nessie and Loch Ness, but the extra information is incorrect based on the text ("she could swallow three buses"). This is merely a brief description, with most of the information coming from the performance task.

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He had horn like things on his head he is a think back and he looks like a policeiosourus.

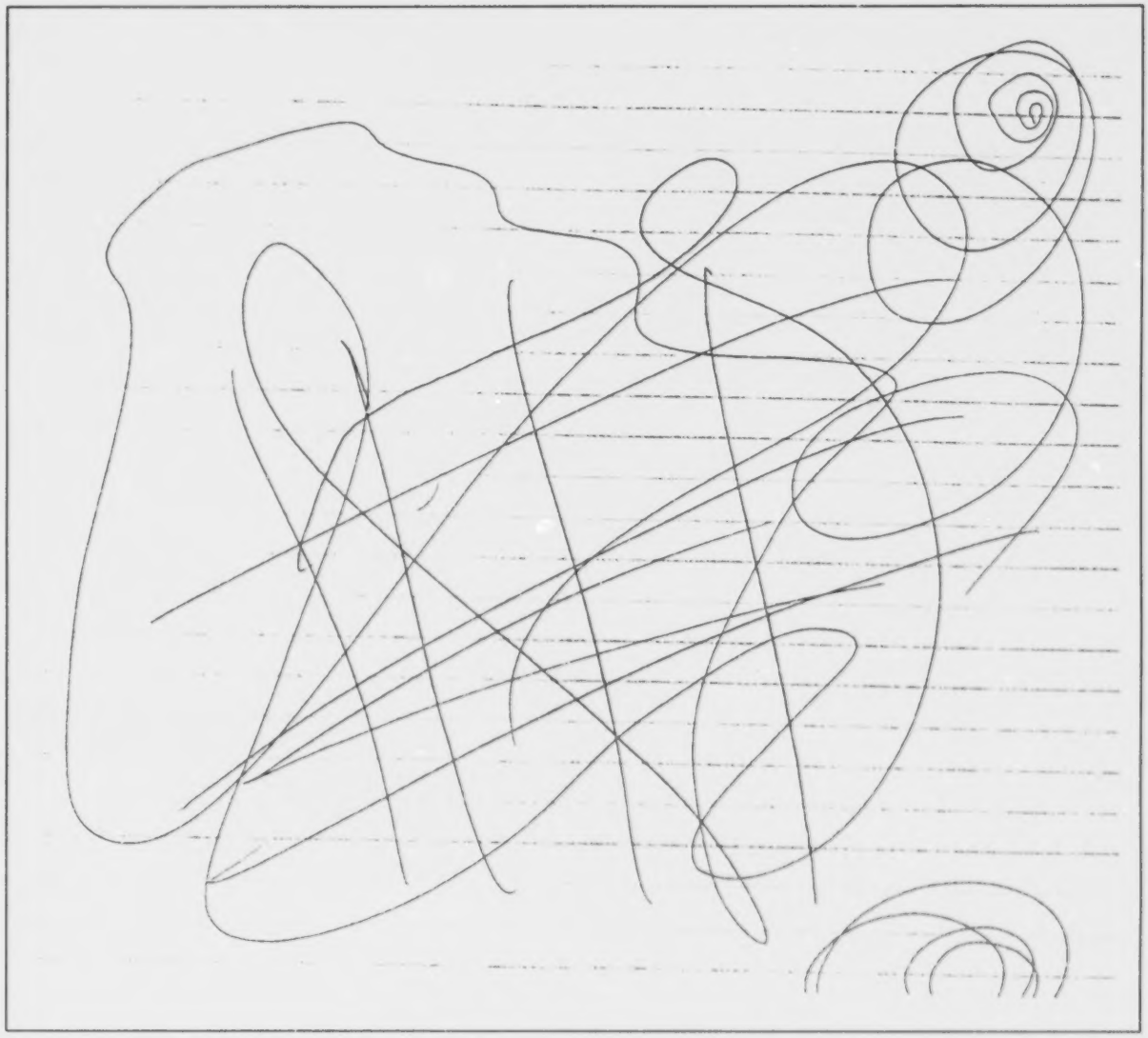
1 - The student has attempted to respond to the task and there is some information from the story ("he looks like a policeiosourus"), but it is incomplete.

The Nessie Monster

Stay away from Loch Ness. There is a moster named Nessie. He will swima up to shore. So stay away!

by:

1 - This paper shows very limited understanding of the text and task. It merely mentions Nessie and Loch Ness, and is therefore considered incomplete.

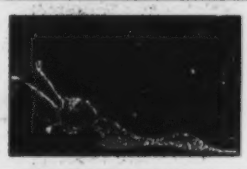


0 - This paper is a scribble and is considered intentionally off-task.

Grade 5

Narrative Passage

The story you will read is about a group of children who put on a snail race (yes, a *snail* race!). At the end of the passage, you will be asked to write about the race and the different ways that some of the children viewed it.



The Big Race

by Rhonda Lucas

Just call me Slick (*please, please not Charlotte!*)—the greatest snail racer in Augusta County. What? You didn't know that snails can race?

You'd better believe it.

I'm a pretty big **authority** on garden snail racing, because I've just gotten into my third racing season (summer vacation). And this season might just be the best ever.

A couple weeks ago, Jeffrey, Johnny and I set out with our buckets to "corral the herd." Johnny waded through the daisies, picking off snails like he was picking strawberries.

"You watch out today, Slick. I've got snails in here that'll smoke you guys," challenged Johnny, his pudgy fingers plunking snails into the bucket.

Jeffrey sat in our azaleas, watching a large yellow snail sticking to his thumb.

"This one's friendly. Wonder why some kids don't like 'em?" He stuck the snail on his knee, pushed up his glasses, and thoughtfully blew a bubble. "The other day, Maria Philpott dropped her lunch in a puddle when she saw a snail at school, and Butch Bower wouldn't go near the little guy either."

I had about a dozen eager racers sticking all over my bucket, and Jeffrey had about as many sticking all over him! We headed for the starting gate, which was the left banister post on my porch. The porch is painted real thick outdoor green, so the track is nice and smooth. By the end of a day's racing, it's a glistening crisscross of silver trails—good thing my folks don't mind! Jeffrey picked his best yellow racer, and Johnny and I chose big striped ones.

We were just about to start the race when we heard a familiar crack of knuckles and a big *sniffff*. A tall shadow fell on the race track.

It was Boris.

"Hey, dudes, gonna race those sad shell bags?" he asked, wiping his nose on his sleeve.

Boris "Slime Time" Bromberg had been the neighborhood snail racing champ for three years in a row. Everybody hated "Bragging Boris."

"Why even bother? None of those puny little snails will ever beat Flash," he said.

It was true. Boris's champion snail, Flash, had won all the big races last year—the Millers', the Goldmans', and the Tracys'. And he was a shoo-in at the first big race of this season, only a week away. What a shame that somebody like Boris had all the luck.

"Oh well, I guess there'll be a race for second place anyway," Boris said.

GO ON

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"Don't be so sure of yourself, Boris," I said.

"Yeah. You could lose," said Johnny.

"And who's gonna beat me? You, Worm Brain?" Boris pointed at Johnny, who turned purple and stared at his shoelaces.

"Maybe he will," sputtered Jeffrey.

"That means a lot coming from you, Wimpo," Boris said. Jeffrey's glasses slid down his nose, and his bubble popped on his chin.

"As for you, Slick—I'm surprised you aren't afraid to pick the snails up. 'Oooh--*yuk*, slimy snails.'" Boris squinched up his face and used a high-pitched voice for effect.

"Boris, we'll see who's afraid at the big race," I said.

"Yeah . . . uh . . . we've got a real winner this year," said Johnny. Jeff and I were surprised because we didn't know what Johnny was talking about. "A secret weapon," he finished a little uncertainly.

"Oh, yeah?" asked Boris.

"Yeah. And you're gonna eat dust!" challenged Johnny.

Boris got kind of red and snorted a big sniff.

"Well, this I gotta see. Wormo, Wimpo, and the girl are gonna beat me. Ha!"

"Get used to it, Slime Time," I said.

"Yeah, right." Boris cracked his knuckles and strutted off down the street.

"Hey, Johnny, what's this secret weapon stuff?" asked Jeff.

"Gee, I dunno. I just *had* to say something."

"Great. Now what're we going to do?" I asked. None of us felt like racing anymore; we just sat on the steps, our snails scattering all over. It was pretty gloomy. Then Jeff perked up, wrinkled his nose, pushed up his glasses, and blew a bubble. He had an idea coming.

"Crusher!"

A big grin grew across Johnny's red face.

Crusher was the biggest, fastest, meanest snail in the county. We'd found him the first week of June. And he'd won all three unofficial races (just the guys and me) he'd been in. He'd even set a new track record of seventeen minutes to cross the porch. Crusher had never come up against Flash because the season hadn't officially started yet. But I knew he could beat him. The trouble was, we'd lost Crusher. I'd put him back in the garden after his last race, and we hadn't seen him since.

"Well, guys, we just have to find him, that's all," I resolved.

The day of the big race arrived, and all the neighborhood kids were at my house drinking lemonade and getting ready for the **showdown**. The guys and I had spent all last week looking for Crusher, but he was gone. We were pretty down.

"Guess we're gonna look super-dumb today," pouted Johnny.

"And Boris is going to win *again*," said Jeff.

"Oh, come on, guys—maybe Flash will steer off course or something," I said.

They weren't convinced.

Sniffff . . . Boris had arrived.

"Hey, let's get this show on the road. I've got a race to win."

Everyone groaned and began to line up their snails at the gate. Jeffrey and Johnny put our racers out while I got more lemonade.

"Hey, Slick, how about pouring a big cup for the winner?"

I was just about to tell Boris that I'd rather eat worms than get him a drink when . . . I saw it. There, sticking to the lemonade

GO ON

pitcher, was Crusher! I almost dropped my cup.

"Hold the gate!" I shouted. "There's a late entry." I picked up my snail, Rambo, and put Crusher in his place.

"Meet Crusher!" Everyone "ooohed" and "ahhhhed" at Crusher, who was "pawing" the air, raring to go. But Boris just looked cocky as he and I kneeled at the side of the track to take turns calling the race.

"And they're off!" I yelled.

"Ah-hah! Flash leaps out in front for an early lead," Boris gloated. "He's leaving a blazing silver trail behind him. Look at that, he's probably going three inches a minute!"

"Not so fast, Borro. Here comes Crusher. Look! He's on Flash's heel!" I announced.

"They're neck and neck. . . He's passing Flash!" I cheered. Boris looked pretty surprised.

"Oh, no. Look at Crusher chugging away. This has never happened before. Oh, man!" Boris was losing his cool.

"Crusher is ahead by a foot!" I said.

"Hey, hold on—Flash is gaining fast." Boris was grinning again.

"Crusher leads by a nose."

"Now he only leads by a feeler—a-l-l-l-right! Flash is back in the lead! And he's almost at the finish line. Sorry, Slick. You put up a pretty good fight, but looks like it's all over. Flash is about to cross the finish. . . But wait!" Boris dropped his chin.

"Flash stops one inch from the finish line. He's asleep on the track!" I yelled. "Crusher glides across the line—Crusher wins!"

All the kids congratulated me, thrilled that I had beaten Boris. Everybody carried the snails back to the garden, and Crusher went off to the winner's circle of daisies. Over at the edge of the sidewalk slumped a deflated Boris. He looked pitiful.

"Snail scum," he mumbled.

"Oh well, Boris, it was close." I felt kind of sorry for him.

"Yeah. It's never been close before. I can't get over it."

"But it was a great race. I mean, we haven't had a real race since you and Flash came along," I said.

"Yeah, I guess it was a pretty decent race," Boris admitted.

"And not knowing who's going to win *all* the time makes it more interesting," I offered, trying to be nice. After all, I was feeling pretty good after winning.

"I don't know. Winning all the time isn't so bad," he said.

"Anyway, maybe now that Flash has some competition, he'll get even better," I said.

"Yeah. . . ," Boris said as his face lit up. "Just wait till the next race!"

He got up and poured a cup of lemonade. I was pretty surprised when he handed it to me.

"Guess I'd better pour for the winner, huh?" he said.

"Gee, thanks, Boris," I stammered. And then I poured a cup, handed it to him, and offered a toast, "Here's to a *couple* of winners."

Now read each question and mark the <u>best</u> answer on your answer booklet.

GO ON

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100. "Slick" is a nickname for which character?

E Maria
F Boris
G Charlotte
H Jeffrey

101. Why hadn't Flash and Crusher ever raced before the "big race"?

A The season hadn't started yet.
B Boris wouldn't let Flash race.
C Slick couldn't locate Crusher.
D Crusher wasn't quick enough.

102. Where did the snail races take place?

E at Johnny's house
F across the sidewalk
G along the banister
H on Slick's porch

103. The word **convince** comes from the Latin word *convincere* and in this passage would mean

A convey.
B provide.
C prove.
D compel.

104. *The Big Race* passage is an example of

E a biographical text.
F an informational text.
G a persuasive text.
H a narrative text.

105. The kids had great faith in Crusher because he

A was small but fast.
B had already beaten Flash.
C left the biggest trail.
D had set a track record.

106. The word **showdown**, as used in the story, means

E a final contest between strong opponents.
F the appearance of Crusher after a long absence.
G a lemonade drinking contest between friends.
H the appearance of the neighborhood kids.

107. The word **authority**, as used in paragraph 3 of the story, means

A writer.
B winner.
C expert.
D manager.

108. The story suggests that snails can move

E only a few feet a minute.
F only a few inches a minute.
G about one inch per hour.
H about one inch per second.

GO ON

109. "The glistening crisscross of silver trails" is the

A tracks the snails leave behind.
B finish line the snails get to.
C path that the snails race on.
D trails mapped out for the race.

110. At the end of the story, Boris is a

E happy, excited winner.
F sad, quiet kid.
G very bad sport.
H pretty good loser.

111. What did Boris really mean when he said, "Hey, Slick, how about pouring a big cup for the winner?"

A "There's no way Flash and I are going to lose."
B "Crusher deserves a drink for winning."
C "I guess maybe we're both winners, Slick."
D "I want to toast you before the race."

112. When Slick says that Flash "was a shoo-in at the first big race," she means that

E Flash will lose the race by a big margin.
F Flash is sure to beat the other snails.
G Flash will frighten the other snails.
H Flash will finally meet his match.

113. Which of these statements expresses an **opinion**?

A "The porch is painted real thick outdoor green."
B "Maria Philpott dropped her lunch in a puddle."
C "He was a shoo-in at the first big race of this season."
D "Jeffrey sat in our azaleas, watching a large yellow snail."

114. Which of the following was true before the "big race"?

E Boris had never lost his cool.
F Crusher had never won a race.
G Boris had never bragged a lot.
H Slick had never raced Flash.

115. What event led to Crusher's entry in the race?

A Boris said he was going to race Flash.
B Slick was getting more lemonade.
C Johnny said he had a secret weapon.
D Flash fell asleep on the race track.

116. Which of the following is a **fact** rather than an opinion?

E "Flash had won all the big races last year."
F "I guess it was a pretty decent race."
G "Guess we're gonna look super dumb."
H "None of those puny little snails will ever beat Flash."

GO ON

117. The last thing that Slick did was

A get even with Boris.
B offer Boris congratulations.
C beat Boris in a snail race.
D offer a toast to Boris.

118. At first, no one liked Boris because he

E was so sure of himself.
F rudely bragged.
G never lost a race.
H cracked his knuckles.

119. When Johnny said, "I've got snails in here that'll smoke you guys," he meant

A "My snails will have an even chance of winning."
B "My snails will leave a cloud of dust behind them."
C "Your snails aren't as fast as any of mine."
D "Your snails are going to be beaten in a big way."

120. The metaphor "He is a snail at getting his homework done" would mean

E races with school mates.
F writes quickly.
G works slowly.
H puts off doing work.

121. Which of the following **best** fits the meaning of the statement "Here's to a couple of winners"?

A Two snails won the race.
B Both Boris and Slick were winners.
C Boris and Crusher were the winners.
D Flash and Crusher were the winners.

Read each question below and mark the <u>best</u> answer in your answer booklet.

For number 122, read the sentence. Then choose the key words that should be included in notes on zoos.

122. Trained zoo elephants need to learn new tasks regularly because they get bored quickly.

E elephants trained in zoos learn quickly
F trained elephants need new tasks regularly
G tasks needed to train new elephants
H elephants regularly get bored learning tasks

GO ON

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Use the outline below to answer question 123.

Kites

I. History of kites
   - A. _____
   - B. How kites were used
   - C. Where kites were flown
   - D. Why kites were popular

II. _____
   - A. When to fly kites
   - B. Where to fly kites
   - C. How to fly kites

III. _____
   - A. Flat diamond
   - B. Delta wings
   - C. Box
   - D. Octopus and dragon

123. Line III in the outline is blank. Which of these best fits there?

A Wind conditions
B Kite-flying lessons
C Kite-flying contests
D Some kite designs

Use the Index below to answer question 124.

streets:
- crosswalks, 52
- intersections, 51–53
- one-way, 55
- safety signs, 58–60, illus. 58, 59

traffic:
- islands, 54
- regulations, 33–45. *See also* streets
- rush hours, 20–21
- signals, 22–23, illus. 23
- speed-controlled zones, 61–62

transportation (public):
- buses, 16–19, illus. 18

trucks:
- long-haul, 15, illus. 15

124. Under which main heading would you most likely find the pages that have information about city bus systems?

E trucks
F traffic
G streets
H transportation

GO ON

Use the table of contents below to answer question 125.

Contents

Chapter		Page
1	Zoos in Ancient Times	1
2	The Needs of Zoo Animals	17
3	The New Style in Zoos	32
4	Taking Care of Zoo Animals	46
5	Everybody's Favorites	61
6	How to Behave at Zoos	84
7	A Visit to Four Famous Zoos	92
Index		114

125. Which chapter would probably tell how zoos have improved in recent years?

A Chapter 1
B Chapter 3
C Chapter 5
D Chapter 6

CLOSE YOUR BOOKLET **and answer booklet so your teacher will know you are finished.**

STOP

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Answer Key for
The Big Race
Grade 5 Narrative Passage

Item	Correct Answer	Standards Category
100	G	1.3 B
101	A	1.1 D
102	H	1.3 B
103	C	1.7 A
104	H	1.2 A 4
105	D	1.1 D
106	E	1.7 B
107	C	1.1 C
108	F	1.1 G
109	A	1.3 C
110	H	1.3 A
111	A	1.3 C
112	F	1.7 B
113	C	1.2 A
114	E	1.2 A
115	B	1.1 G
116	E	1.2 A
117	D	1.1 D
118	F	1.2 A 2
119	D	1.7 B
120	G	1.3 C
121	B	1.3 A
122	F	1.8 A
123	D	1.8 A
124	H	1.8 C 2
125	B	1.8 B 1

Constructed Response Question

At the beginning of the story Boris thinks that he is a "winner." By the end of the story, Slick thinks that Boris is a "winner" too. Use information from the story and your own ideas to tell if you think Boris is a "winner." Tell why or why not. Write in the space below.

As you write, be sure to:

- **Tell if you think Boris is a "winner" and give reasons why or why not.**
- **Use information from the story**
- **Include your own ideas.**
- **Write neatly and clearly.**
- **Use only the space provided.**

AFTER YOU HAVE CHECKED YOUR WORK, *CLOSE YOUR BOOKLET* AND ANSWER BOOKLET SO YOUR TEACHER WILL KNOW YOU ARE FINISHED.

STOP

Constructed Response Examples

I think Boris is a winner because at the end of the story he is not a bad sport or a bragger. For example even though he lost he admitted it was a decent race. And when Slick said competition might make Flash a better racer Boris was not feeling as down. In fact he seemed very enthusiastive about the next race. Boris even poured a glass of lemonade for Slick. Then he gave some to Crusher. If you asked me anyone who could could acept losing after being a champion for three years that makes you a real winner, especially if you don't act scornful or hate that person who defeated you.

4 - This response demonstrates a thorough understanding of the complexity of the text by exhibiting a level of comprehension that extends beyond the literal to the evaluative [. . .at the end of the story he is not a bad sport or bragger.] and [. . .acept losing. . .makes you a real winner especially if you don't act scornful. . .] This paper is well presented. Although there seems to be an error [Then he gave some to Crusher.], this is a different interpretation of the ending. [After he hands a cup of lemonade to Slick, he says he should also pour for the winner. Since Slick already has a cup, the logical choice is Crusher.]

I think Borris is a winner because He beat every snail race except one. He was also a good sport about losing. He won so many snail races and talked about them that they call him Braging Borris. I think he was a winner because he won all but 1 race. His champion snail flash made him a winner. I definatley think that Borris is a winner. He is just a little mean when he wins. Crusher was the only snail able to beat Flash in a race in July. Borris is also a winner because He said he would race again.

3 - This response demonstrates a confident understanding of the text with both a literal [one loss doesn't make you a loser] and an evaluative [he was a good sport about losing] response. The main idea of "good sport" needs more elaboration for a higher score point.

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Yes I do think Borris is a winner because Borris wasn't a sore loser instead he admitted it was a good race and gave Slick some juice. At the begging he kept saying he was going to win but at the end he lost and flash was no longer the fastest, now Crusher was. But Slick still gave him a drink and gave a toast and said "To a couple of winners!"

3 - This paper shows an adequate understanding of the main theme [. . .Boris was a winner because Boris wasn't a sore loser. . .(like he was at first)] and extends the idea literally.

Yes, I think Borris is because he's a good sport. Maybe they could catch other snails and race them against their snail, and train for next year. At the end Borris got a little upset, but once Slick talked to him, he was okay.

2 - This student understands the main theme [winner because he's a good sport] but does not support the idea. More elaboration is needed for this paper to receive a higher score point. .

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I think that Boris lost because his snail fell a sleep on the race track. Boris was about to win at frist. But then Slick's snail was gaining on Boris's snail. Boris's snail was in the lead. But then his snail fell a sleep on the racetrak. When he was a inche away from the finish line. That when Slick's snail was in the back. But then Boris's snail fell a sleep. So that gave Slick's snail some time to beat the race. That's how Boris is not a winer.

2 - This paper shows a very literal response to the task [Boris is not a winner because he lost] which is a limited interpretation of the text.

Boris is a winner because he win there time in a row. he made a stetet that said winning all the time isn't so bad. He had cfets so he win the showdown. but boris wins

1 - This response shows a very limited understanding of the text because of the errors and incomplete ideas.

BEST COPY AVAILABLE

I don't think Boris shoud of won The race because he Braged to much and he thought he had the Best Snail and he could Bet anY Body.

1 - This student misinterprets the task and comments on whether Boris should have won. This exhibits an incomplete level of comprehension.

Jeffrey Johnny and I set out with our BUkets to corral the herd
Johnny waded through the daises Picking OFF Snails like he was picking strawberries
you Watch out today slick I've got snails into the BUket
Jeffrey sat in a Zaleas Watching a large yellow snails Sticking to his thumb
This ones Friendly wonder Whys some kids don't like em little stuck the snail on his knee PUshed up his glasses and thought fully blew a bUble The other day Maria Phil Pott dropped her lunch in a PUddle When She saw a snail at school and Butch Bower Wouldn't go near the little gut either
I had a dozen eager racers Sticking all over my bucket and Jeffrey had about as many sticking all over him We headed for the starting gate Which was the left banister Post on my Porch The Porch is paint ed real thick outdoor green so the track is nice and smooth by the end of a days racing It's a glistening criss cross of Silver trails - good

OT - This response consisted of irrelevant copied text that does not answer the task.

GRADE 8

Everything You Don't Want in a Game (Monopoly)

~Informational

Thomas Alva Edison: The Man that Invented the 20th Century

~Informational

Grade 8

Informational Passage

This passage describes the history and development of the game Monopoly. Read the passage and answer the questions that follow.

Everything You Don't Want in a Game (Monopoly)

by Nathan Aaseng

The Great Depression of the 1930s followed the stock market crash of 1929. Economic growth in the 1920s had led many Americans to invest in ***stocks****, or shares of ownership in companies. The value of stocks had soared as more and more people invested, but in late October, 1929, stock prices had dropped. Investors had panicked and sold stocks frantically. The "crash," as it was called, had resulted in drastically lowered stock prices. The crash helped trigger the Great Depression. Following the crash, banks stopped giving many loans to businesses, and businesses cut back production. Millions of people lost their jobs, and poverty spread throughout the United States. By the early 1930s, the U.S. economy was paralyzed. At the height of the Depression, in 1933, about 13 million Americans were out of work. The Depression continued until 1941, when the U.S. entered World War II.*

Charles B. Darrow might have been happier with a standard, impersonal rejection letter than he was with the response he received from the Parker Brothers game company. Parker Brothers was polite enough to respond personally to his game proposal, but the response was terrible. The letter said there were dozens of reasons why Darrow's game would never sell. In the company's opinion, his real estate board game was a model for everything that a game *shouldn't* be.

Just months after making this judgment, though, Parker Brothers had to eat those words. If it hadn't, this manufacturer of many of the most popular games in the United States probably would not exist today.

Charles Darrow, of Germantown, Pennsylvania, was a typical victim of the Great Depression of the 1930s. He had been happily employed as a sales representative for a heating equipment firm when the economic disaster struck. Darrow lost his job in 1930 and spent many frustrating months looking for another one. Barely able to make ends meet, he lived with his pregnant wife and small child in a run-down old house. He found himself competing with other 40-year-old heads of households for odd jobs such as mowing lawns and shoveling snow off sidewalks.

The sudden plunge into poverty changed his goals. Instead of looking for a steady job, Darrow began to hunt for a way to achieve instant wealth. The surest way to get rich seemed to be to invent something. Darrow gave it his best shot, but the products he invented—a combination bat and ball and a simplified version of a scoring pad for bridge players—excited no one.

Then, according to popular legend, Darrow dreamed up the game that eventually made him rich: Monopoly. Darrow did patent the game—but he didn't invent it by himself. It might be more correct to say that he *discovered* the game. The precursor of the Monopoly game was invented in 1904 by a woman named Elizabeth (Lizzie) Magie. The Landlord's Game, as she called it, allowed players to buy property and utilities and included "Go to Jail" and "Park" spaces.

GO ON

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Magie sold some copies of the game around the East Coast, but it didn't become popular. In 1924, she revised her game—adding a new "Monopoly" card, among other things—and offered it to Parker Brothers. The company turned it down. Although the game wasn't a commercial success, college students in Pennsylvania and other states liked to play it and it gradually made its way into people's homes. Improvements and refinements were made as more people played. By the mid 1920s, the game was known as "Monopoly."

At that time, the street names for the game's rental properties were taken from whatever town the game was being played in. The street names of the current Monopoly board—which come from Atlantic City, New Jersey—were given to the game by a player named Ruth Hoskins, who lived in Atlantic City.

Finally, one evening in 1933, an old classmate of Charles Darrow's wife brought a handmade copy of the game to Darrow's home. Darrow was completely taken with it. He decided to make his own Monopoly game.

Darrow carefully designed his own board, using a piece of linoleum. He gave each series of spaces its own color, using paint samples from a nearby store. Darrow did not change the Atlantic City street names. Like many others of his day, he envisioned that city as a kind of paradise. A few adjustments were needed. Atlantic City was served by three railroads, the Baltimore & Ohio, the Reading, and the Pennsylvania. Darrow wanted another railroad for the fourth side of his game board, so he borrowed a bus company's name—the Short Line.

Darrow spared no detail in making his game attractive. He typed the titles to the properties on cardboard squares and carved game pieces from scraps of wood.

At first Darrow was content to keep his fantasy business for himself and a few friends. It took him an entire day to construct a single game set, and that would hardly make him rich quick. But those who played with him enjoyed the game so much that they begged him to make copies for them. Because he had so much free time on his hands, Darrow obliged them.

His friends played the game with their friends, who told still others about the game. Without spending a cent on advertising, Darrow found himself overwhelmed with orders. At first, he hired a printer to help him keep up with the demand. But when department stores and customers as far away as California sent in requests for Monopoly, Darrow realized that he might have discovered his road to wealth. It was time to make a decision: he had to either gamble on starting his own company or sell his game to an existing company.

While taking risks was fun in a game situation, a real-life risk was more serious. Rather than start a new company, Darrow approached Parker Brothers. This game company had been founded in 1883 by George Parker and his brother Charles. At 16, George had organized the company to manufacture and sell a game he invented called Banking. On the strength of that game, Parker Brothers built a good reputation for producing a variety of games. The Depression, however, had not left the company untouched. When Darrow offered Parker Brothers his game idea, sales were so low that the company was close to bankruptcy.

The company listened to Darrow's proposed game—and decided it was exactly what Parker Brothers did not need. The game experts told Darrow they found 52 reasons why his game would never sell! The object of the game was not simple enough for people to understand quickly how to play. The rules were long and complicated. Instead of moving toward an objective, players kept going around and around the board. Worst of all, the game could go on for hours, even days, before someone finally won.

Although it was a brutal rejection, Darrow had seen too much evidence of interest in the game to give up. The experts could say what they wanted to about his game, but people liked it and were buying it. Darrow took the risk of borrowing

GO ON

money to hire printers to do the manufacturing. Armed with 5,000 Monopoly sets, he concentrated on selling.

At first, it seemed he was better off not trying to sell the game. At the beginning of 1934, orders trailed off, and he sold fewer sets than expected. But people who played Monopoly spoke of it with such enthusiasm that orders began pouring in later that year. One store in Philadelphia alone ordered 5,000 sets.

An executive at Parker Brothers learned that Darrow was marketing his game on his own—with success. The executive realized that the company had been too hasty in its first judgment. The company swallowed its pride and bought the patent and rights to the game from Darrow in 1935, as well as the patents belonging to Lizzie Magie. Darrow's wish of becoming a millionaire was fulfilled. He retired early on a farm in Pennsylvania and never invented another game.

The game that it had rejected pulled Parker Brothers from the edge of a disaster. By February of 1936, the company had all it could do just to process the laundry baskets full of orders for Monopoly that came in from around the country. The plant was soon producing 20,000 sets a week. The game that was everything a game shouldn't be has become the largest-selling board game of all time.

Now read each question and mark the best answer on your answer booklet.

74. Which of the following is an opinion?

E Atlantic City was a paradise.
F Darrow liked the Atlantic City street names.
G Each series of spaces had its own color.
H A fourth name for a railroad was added.

75. The original street names for the rental properties for Monopoly were located in

A Atlantic City, New Jersey.
B towns with more than one railroad.
C towns where the game was being played.
D Germantown, Pennsylvania.

76. How did Charles Darrow "discover" Monopoly?

E Ruth Hoskins gave him a copy of the game.
F College students brought him a copy of the game.
G He purchased a copy in Atlantic City.
H A visitor to Darrow's home brought a copy with her.

77. The *Depression* in this passage means

A an economic disaster.
B a severe mental slump.
C a slight dip in the road.
D an emotional hard time.

78. Darrow's goal was met when

E a department store ordered 5,000 sets.
F his friends liked his game.
G Parker Brothers bought the patent.
H he received orders from California.

GO ON

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79. Which of the following statements is a fact?

A The first Monopoly game was successful.

B Darrow helped market the first Monopoly game.

C Darrow revised the first Monopoly game.

D All railroad names came from actual railroads.

80. The statement "economy was paralyzed," as used in the passage, is an example of

E a metaphor.

F alliteration.

G a simile.

H a hyberbole.

81. The purpose for having four railroads in Monopoly was to

A allow one railroad for each of the game's four players.

B represent Atlantic City's actual transportation system.

C provide each side of the board with a railroad.

D acknowledge the chief mode of travel of the 1930s.

82. *Everything You Don't Want in a Game (Monopoly)* is an example of

E a persuasive text.

F a document.

G a newspaper article.

H an informational text.

83. The stock market crash resulted when

A bankers tried to get people to borrow money to buy bargain stocks.

B the prices on overvalued stocks dropped and investors panicked.

C the national economy was based on borrowing and spending.

D credit was too available and people secured loans too easily.

84. Darrow had a difficult time finding a new job because

E the Depression had paralyzed the economy.

F his previous job had been phased out at his company.

G he tended to be a nervous and frustrated man.

H he was impractical and dreamed of becoming a millionaire.

85. Darrow kept his discovery of Monopoly to himself at first because

A he was afraid that Lizzie Magie would accuse him of stealing her idea.

B he could not make games fast enough to make money on his own.

C he was too busy working on other inventions to devote much time to the game of Monopoly.

D he wanted the games to be special presents for his friends.

GO ON

86. Taken from the first paragraph of *Monopoly*, the phrase ". . . was a model for everything that a game *shouldn't* be" is an example of

E informal speech.
F formal speech.
G slang.
H jargon.

87. Which of the following aspects of Monopoly's development was not part of Lizzie Magie's version of the game?

A the use of a Monopoly card
B game pieces carved from wood
C the idea of players purchasing properties
D trying to sell the game to Parker Brothers

88. Parker Brothers finally bought the patent to Monopoly in 1935 when company executives

E realized the company needed quick sales to stay in business.
F convinced Darrow that the game would never be a best-seller.
G discovered that Charles Darrow had sold over 5,000 sets on his own.
H believed the end of the Depression was near and it was safe to invest.

89. So many people lost their jobs during the Great Depression because

A too many people were competing for the same few jobs.
B stock prices went so high that no one could afford to invest in them.
C too many people were looking for schemes to "get rich quick."
D businesses slowed down production as banks cut back on loans.

90. Of the following, which did **not** play a role in Darrow's success story?

E his plunge into poverty
F his desire to achieve instant wealth
G his discovery of "The Landlord's Game"
H his determination to find a steady job

91. The popularity of Monopoly showed that

A experts do not always know what people really want.
B complicated games are usually more fun than simple games.
C it was more fun to play than the other games of the time.
D it was not as complicated as it seemed.

GO ON

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Use the table of contents below to answer question 97.

In This Issue:
A VISITOR'S GUIDE TO CANADA

JUNE/VOL. VI

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91	**Book Reviews: New Publications about Canada and Her People**

Cover: Fishing the Atlantic is a Way of Life
Photography by Ryan MacPherson

97. Which of these sentences would most likely be found on page 12?

A The articles in your magazine were helpful when we planned our summer vacation.

B We hope the information we provide for our readers will make your next visit a success.

C The author, a Canadian citizen, writes about the country's environmental concerns.

D Canada's largest city has skyscrapers as well as small stone buildings on narrow cobblestone streets.

For question 98, read the sentence. Then choose the key information that should be included in research notes on radio broadcasting.

98. In the mid-1980s, FM radio stations attracted more of the total listening audience than AM stations, even though there were more AM stations.

E total listening audience in mid-1980s attracted to AM radio stations

F more AM stations than FM stations in mid-1980s

G AM and FM stations attracted audiences in mid-1980s

H more AM stations but more audience for FM stations in mid-1980s

---

99. Under which of these headings in the encyclopedia should you look to find facts about the peanut industry in certain states of the United States?

A States

B Peanut

C Industry

D United States

CLOSE YOUR BOOKLET and answer booklet so your teacher will know you are finished.

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Answer Key for *Everything You Don't Want in a Game (Monopoly)*
Grade 8 Informational Passage

Item	Correct Answer	Standards Category
74	E	1.2 A 1
75	C	1.1 H
76	H	1.2 A
77	A	1.7 B
78	G	1.3 B
79	C	1.2 A 1
80	X	1.3 C 2
81	C	1.1 D
82	H	1.2 A 4
83	B	1.3 A
84	E	1.2 A
85	B	1.2 A
86	E	1.7 B
87	B	1.1 D
88	G	1.1 F
89	D	1.3 A
90	H	1.2 A
91	A	1.1 G
92	F	1.1 E
93	C	1.1 E
94	F	1.7 A
95	C	1.7 C
96	G	1.8 A
97	B	1.8 B 4
98	H	1.8 C 2
99	B	1.8 A

Constructed Response Question

How did Charles Darrow take someone else's idea and improve the game of Monopoly? Using your personal experiences, how would you take an idea and develop it like Charles Darrow did?

As you write, be sure to:

- **Provide examples of how Charles Darrow improved the game.**
- **Use information from the story.**
- **Include your own ideas.**
- **Write neatly and clearly.**
- **Use only the space provided.**

AFTER YOU HAVE CHECKED YOUR WORK, *CLOSE YOUR BOOKLET* AND ANSWER BOOKLET SO YOUR TEACHER WILL KNOW YOU ARE FINISHED.

Constructed Response Examples

Charles Darrow took the game of Monopoly and made some additions and alternations. Darrow used a piece of linoleum to design his own board. He also gave each space its own color. Darrow added another railroad to Monopoly. To make the game more appealing, he typed the titles to the properties on cardboard and neatly carved the game pieces from wood. Another thing that he did differently from Lizzie was that he didn't give up just because Parker Brothers turned him down. He noticed that too many liked Monopoly even though the experts said that the rules were too complicated. Therefore, Monopoly became a big success.

I have also taken and improved an idea. That idea was one of my own ideas. When I was in fifth grade, I wrote a little book titled "Little Lifeguard." At the time, I thought that that book was decent, but as I got older, it seemed a little babyish. Because I like the climax of the story, I'm deciding to keep it and make a few changes. First, I plan to make it longer by adding more events and by creating a few more characters. I might also make the story seem more real life. I will also change some baby words and replace them with adult words. Finally, I plan to add more illustrations.

4 - This response extensively discusses methods by which Darrow improved the game and why. This shows a thorough understanding of the text. The student then develops his/her own idea based on Darrow's example.

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Charles Darrow took an unique game and made it better. By using more materials he made the game sturdier, more durable, colorful, and entirely more attractive.

A game that I believe needs some touching up is checkers. The classic black and red coloring needs a bit of changing, as well as the plain pieces. Like Darrow, I would change an old game slightly to make it a bit more exciting. First I would lose the colors. Black and red are just not that attractive. I would vary the colors to a shade that reflects the area. For example a black and gold board with helmets and footballs as pieces for Pittsburgh. For the state of Maine the game could have a blue and peach board representing sand and water and the pieces could be boats and lobsters.

For a younger children's version, the game could have Winnie the Pooh and Tigger, Batman and Superman, Barney and Baby Bob, or Princesses and dragons.

There are so many possibilities to make a simple game like checkers more colorful and exciting to people of all ages.

4 - This response provides several specific examples of how Darrow improved the game and then clearly explains how he/she would improve the game of checkers. The student consistently compares the changes to checkers to how Darrow improved Monopoly, demonstrating a thorough understanding of the text and task.

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Charles Darrow improved the game Monopoly by adding more things to it, and by putting more detail into the game. He added a new railroad called Short Line so there would be four of them now. Darrow carved game pieces from scraps of wood, he gave each series of spaces its own color, and he typed the titles of each property onto the cardboard squares.

I'm not really sure how I would take an idea and improve it like Charles Darrow did, but I know I'd try to make it better. Better by making more detail and by using people's suggestions of what they like/don't like.

I guess I'm suppose to give an example. Well, I would take a simple idea like a cookie jar and fix it up a little. Like say you are a mother and you don't want your kids to eat cookies before dinner well, I would put a time setting alarm on it. It would go off whenever you open the jar. I don't know though, maybe something like that.

3 - This response provides several examples of how Darrow improved the game. The student does come up with a new idea of an alarm on a cookie jar but does not develop it well enough to earn a higher score and demonstrate an adequate comprehension of the text and task.

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Charles Darrow improved the game by color cardinating the spaces on the game, carving little peices from wood, adding railroads, and by typing the names of each property on it's space.

If I had to improve the game of monopoly I would have made a peice that goes on the middle of the board And you turn it. The peice would have the color and the name of each space on the board. I would put than their so people wouldn't have to use dice, Because alot of people lose the dice then you have to buy new dice and you can't play until you do but with the spinng thing you wouldn't have that problem. I would have also added more money and higher bills. But adding the color on the board was pretty intelegent I wouldn't have thought of that.

3 - This response names several specific ways Darrow improved the game. The student then explains in detail how s/he would further improve the game with a center-spinning piece, but lacks the thorough development necessary for a 4.

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He improved it by adding a new Monopoly card. He also put an extra Rail Road (Short Line) so there would be one on each side of the board. He made better designs for the board as a result of spending so much time on it Also he had rented a printer after Monopoly started saleing.

I would put every thing I've got into my invention, and I'll have high beliefs at all times that it will work out. It would take up alot of my time and alot of my money, but if it took up all of my time and money I believe that it would work out almost as well as Charles Darrow's Monopoly did.

2 - This response cites examples of how Darrow improved the game and discusses how he/she would develop an idea as Darrow did. However, the student fails to go beyond literal connections to the text of how his/her own idea would be developed.

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Charles Darrow improved the game when a classmate of Darrows wife. When he liked it so much he decided to make his own monopoly game. He carefully designed the garre using linolem He gave each space its own color, using paint samples from a nearby store. He changed few things and left others where the were. Darrow added things like Alantic city was seried by three railroads such as, Baltimore & Ohio the Reading, and the Pennsylvania. Darrow wanted a railrode for the fort side so he added a bus company - the short line. He also carved little peices of wood. I dont really have any ideas of my own I tried thinking of some but the game is fine I mean look since 1930 or 1936 and its now 1998 the game must be successful because it's still around and I'm proud to say the I own a monopoly game & the mongdy for kids.

2 - This response shows adequate understanding of how Charles Darrow improved the game; however, the student fails to respond to the second part of the question.

Charles Darrows get the monopoly game idea from a old friend of is wife. One day she came over the house with a hand made copy of the monopoly game. I wouldn't copy off someone. I will just made up My own copy game. At first people did not like is game and then started likeing it because he just starting adding better ideas to it.

1 - This response shows an attempt to respond to the task. The majority of the answer relates textual information but only vaguely addresses how Darrow improved the game (adding better ideas to it) and how he/she would develop an idea (make my own copy).

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I would Make More graphics in to the game. I would make a Sterio Sound into the game. I would invent new games. Foa My Game. I would invent ANother Game For Everyone.

1 - This response shows an attempt to respond to the task. The student focuses only on his/her own idea. There is no reference to the text.

I think that in 1930 the game call go to jail is one of the flous game in the 1980 But in the 1990 the game was call monopoly it was the Best game in the 60 But where it hit the 90 it wasn't flouss no more. But 6 year latter it was the Best game in the U.S.A. the workes from Afsa come come to the U.S.A. and than the game become the Best in Afsa than the game went afarco in they stait playing the game in afrco thay the poolpo sad in the year 2,000 then were going to make it flouse.

OT - This response does address Monopoly but there is no attempt to address the task or text and the essay consists entirely of irrelevant information.

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Grade 8

Informational Passage

Thomas Alva Edison was known for his many inventions that led him to be called "the man that invented the 20th century." After reading the passage you will answer questions and write about how his habits would work today.

Thomas Alva Edison: The Man That Invented The 20th Century

by Marvin Friedman

Let's try an experiment. Turn off all the lights in the house. Turn off the TV, VCR, CD player, and your stereo. Unplug the phone, refrigerator and air conditioner.

Now in the rare dark and quiet of your home, think of how different your life would be without all these modern inventions. All of them were made possible by one man, Thomas Alva Edison. Some call him the "man that invented the 20th century."

Tom Edison, born in 1847 in Milan, Ohio, was a very curious little boy. One day his mother found him sitting on a goose egg, trying to imitate a goose he had seen hatching an egg.

His many "why's", "what's" and "where's" often tired out his parents. Tom's mother tried to teach Tom how to find answers for himself.

When he was 12, he worked as what was called a "candy butcher" on a train that went from Port Huron, Michigan, where he then lived, to Detroit, Michigan. Tom the "butcher" walked the aisles shouting "candy, apples, newspapers, sandwiches, molasses, peanuts."

A six-hour stopover in Detroit gave Tom time to read at the library. He started with the first book on the bottom shelf and worked his way along until he had read every book on the shelf. Then he started on the next shelf. No matter how much he read, he always wanted to read more.

His job on the train didn't keep him very busy so he decided to print his own newspaper. He set up a small press in the baggage car of the train and sold his newspaper, the *Weekly Herald*, to railroad men and passengers.

One night, the train started to leave without him. Tom raced to catch it. He grabbed a railing on the baggage car but couldn't pull himself up. A brakeman grabbed Tom and pulled him aboard by his ears. His ears began to ring and then ache. Later, he started to lose his hearing, and his deafness grew worse as he got older.

He set up a laboratory in the baggage car and accidentally dropped a bottle of acid that started a small fire. That was the end of his job as candy butcher and newspaper editor on that railroad.

But Tom wasn't out of work for long. One day he rescued a little boy about to be run over by a train. The boy's father, the station telegrapher, was so grateful that he taught Tom how to operate a telegraph. Tom soon became one of the fastest telegraph operators in the country.

When he wasn't operating the telegraph, Tom would read and do experiments. Sometimes during slow periods Tom would doze.

Every hour all telegraphers had to send a signal that they were awake at their posts. Edison built a notched wheel attached to a clock that sent his "I am awake" signal every hour. Now he could snooze or work on experiments as he chose. Another of his early inventions was a crude electric rattrap made of two metal plates connected to a battery.

GO ON

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Edison lost several jobs for not paying attention or for spilling acid on employers' carpets. He would make his way to another town and apply for a new job.

When he arrived in New York to look for work, his trousers were too short; his coat was old and greasy; his hat looked as if he had boiled soup in it. Bulging from his pockets were pliers, screwdrivers, balls of wire, batteries, and scraps of metal.

One day he was visiting a company that was in the business of reporting gold and stock prices. The reports went out over telegraph wires.

As Tom chatted with a friend, the company's telegraph broke down. No one knew how to fix it. Tom rolled up his sleeves, spotted the trouble and soon had the machine running again.

Stock prices were printed on long strips of paper by a machine called a stock ticker. Tom told the company he could make the stock ticker work faster and print more clearly. "Go to it," they said.

Edison thought the company should pay him at least $3,000 for the improved machine. That was a huge amount of money in those days. When Tom was offered $40,000, he almost fainted.

Now Tom felt like a rich man. He opened a laboratory in Newark, New Jersey. New ideas poured out of his mind. He hired several assistants and kept them all busy.

He married his 16-year-old secretary, Mary Stilwell, in 1871, and they had three children. Sometimes he would be away from home for two or three days, working and sleeping in his laboratory. Then he would go home, greet his family, and, still dressed in dirty clothes, throw himself on the bed.

In 1876, Edison built a new laboratory in Menlo Park, N.J., and moved his family into a house nearby.

Ideas continued to bubble up. He might be eating or talking when he would suddenly have a thought. Out of his pockets came a pencil and thick yellow pad. Down would go his thought.

Later, that thought might be used in an important invention. At his death, Edison had filled more than 3,400 such pads.

One of Edison's more amazing inventions was a device that would record and play back voices. On December 6, 1877, his associates gathered around while he wound a sheet of tin foil onto his machine. He spoke at the apparatus, "Mary had a little lamb, her fleece was white as snow. . ." When he turned the handle of the machine, out came the faint but unmistakable voice of Edison: "Mary had a little lamb. . ." His men could hardly believe what they heard.

Edison became known as "the Wizard of Menlo Park." The invention of the recording machine made possible the turntable and tape deck of today.

In the fall of 1878 he set to work on an even more important invention, the electric light. Over the next 14 months, he conducted more than 8,000 experiments to find the right material for a filament, which would glow when charged with electricity. He tried bark, old carpets, grass, horses' hooves, cowhides and cornstalks. All useless.

Then he cut a strip from an old bamboo fan and finally had what he wanted. On October 16, 1879, the world's first electric light bulb burned. It burned for many hours. Edison and his men rushed to make more bulbs and string them on poles outside his house in Menlo Park. Crowds gathered to wonder at the sight of darkness turned into day.

More work in Edison's lab made possible the invention of the radio tube, from which radio and television were developed.

In 1884, when Edison was 37, his wife Mary died. Two years later he married Mina Miller, just 19. He bought a huge Victorian home in West Orange, N.J., which would be his home for the rest of his life. He installed a four-car garage with a turntable so the cars didn't have to back out.

Edison had three more children with his second wife. Although he didn't spend much time at home, he was eager to have his children learn

GO ON

about the natural world. If he saw a wild thunderstorm or a bright rainbow, he might rush to show his children, even if it meant waking them from a nap or a night's sleep.

He built a new "invention factory" in West Orange that dwarfed the one in Menlo Park. His empire grew. He employed 5,000 men and ran 30 companies. Now he was truly very wealthy. Even so, not every idea worked out.

Edison loved electricity and believed the future of transportation lay with the electric automobile. He began working on an electric car and a large storage battery that would last for 100 miles.

But the nation wanted cars with gasoline power, so his electric car never took off. He also failed when he tried to invent a helicopter.

In his 60's he was still strong enough to do the work of two men his age. His mind was sharp as a razor. By now he was the most famous of all Americans of his day. The Age of Electricity had arrived, and Tom Edison had made it possible.

In 1929, on the 50th anniversary of the electric light, Edison came to Dearborn, Michigan, for a celebration. An exact copy of his Menlo Park laboratory had been built in Dearborn.

In the laboratory, he walked slowly to a chair and sat down. Millions listened on the radio as Edison re-enacted the drama that had taken place half a century earlier.

He connected wires and a lamp glowed, got brighter and then burst into light. At that moment in cities across America, people who had dimmed their lights in tribute to his genius turned them on full strength.

Not long after that, Edison's health began to fail. He visited the factory less often. The afternoon car rides became shorter. He died in October 1931.

At the news of his death, some members of Congress proposed that all electricity in America be turned off for a minute in tribute. But that was unthinkable. If the power were cut nationwide, our modern society would grind to a halt.

When Edison was born, Abraham Lincoln was an unknown Congressman from Illinois. When Edison died, people drove cars and went to theaters to watch movies. Edison's life spanned the making of modern America, and much of it was his doing. He made his dream of a world run by electricity come true.

Reread each question and mark the best answer on your answer booklet.

100. The article's **main** theme is that Edison

E believed hard work was more important than good ideas.

F was the most famous man in America during his lifetime.

G was a genius who went from poverty to great wealth.

H may have done more to change American life than any other person.

101. *Thomas Alva Edison: The Man That Invented The 20th Century* is an example of

A a persuasive text.

B a newspaper article.

C a biographical text.

D a document.

102. Which event led to Edison "feeling like a rich man"?

E He improved the stock ticker.

F He fixed the telegraph.

G He invented the light bulb.

H He saved all of his money.

GO ON

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103. Young Tom had difficulty holding jobs primarily because

A he couldn't stay interested in them.
B his clothes were dirty and he dressed sloppily.
C his mind strayed and he experimented while working.
D an injury had damaged his ability to hear.

104. Edison opened his first laboratory in New Jersey with

E money he got for improving a stock ticker.
F profits he received from inventing the light bulb.
G money he received from selling his newspaper.
H his salary from his job as a telegrapher.

105. Why did Edison frequently go to bed in dirty clothes?

A He carried important tools in his pockets.
B He was too exhausted to change clothes.
C He felt he didn't need to dress well.
D He couldn't afford to dress like a rich man.

106. Why did the author tell us about Edison's 3,400 yellow pads?

E They represented his amazing capacity to come up with new ideas.
F They demonstrated his compulsive need to record all of his thoughts.
G They are the only record we have of many of his early ideas.
H They provided the documentation for many of his experiments.

107. Why was Edison called "the Wizard of Menlo Park"?

A The electric light seemed a mysterious invention.
B His inventions were almost always successful.
C He made the darkness glow like daylight.
D His inventions continuously amazed people.

108. The phrase "sharp as a razor" is an example of

E metaphor.
F simile.
G alliteration.
H hyperbole.

GO ON

109. Which of these would Edison **not** have done if he had not discovered that bamboo worked well as a filament in the electric light bulb?

A given up trying to find another filament
B kept trying until he succeeded
C searched for another suitable material
D continued his experiments with the bulb

110. How did Edison's work as a wealthy man compare to his earlier work?

E Most of it was done by his employees.
F More emphasis was given to electrical inventions.
G It resulted in more expensive inventions.
H It was still not always successful.

111. Which of Edison's inventions did **not** succeed?

A recording machine
B electric car
C radio tube
D electric light

112. Which of these words probably comes from the Latin word *factor*, meaning *doer*?

E factual
F fact
G factory
H faction

113. Edison's inventions proved to be very successful with the public largely because people

A considered Edison a rare genius.
B enjoyed the novelty of any new gadgets.
C knew he used only the finest materials.
D found that his inventions improved their everyday lives.

114. Which **one** of Edison's attributes probably was most helpful to him as an inventor?

E enthusiasm for teaching children
F continuous flow of ideas
G belief in his own good luck
H ability to keep assistants working for him

115. Which of these words probably comes from the Latin word *invehere*, meaning *to come upon*?

A invent
B invite
C invade
D invert

116. Edison may have earned the title of "the man that invented the 20th century" because many of his inventions

E were invented around 1900—the turn of the century.
F depended on 20th century technology.
G modernized life in the 20th century.
H brought industrialization to the 20th century.

117. In which area did Edison's inventions probably have the **least** impact?

A transportation
B communications
C home appliances
D audio-visual equipment

118. Turning off all electric power in the U.S. for a minute would be disastrous mainly because

E people depend on electricity for refrigeration.
F the vast majority of work would stop.
G appliances could not be restarted.
H people would not have alternate sources of light.

119. The statement that "Edison's life spanned the making of modern America" means that

A his life's work is a standard against which America's industrial progress is measured.
B Edison was personally responsible for the majority of America's industrial progress.
C America's progress was quickened because of the life's work of this man.
D he grew up during a time when America changed from an agricultural state to an industrial society.

120. The repetition of w's in the phrase "'why's', 'what's' and 'where's'" is an example of

E personification.
F metaphor.
G simile.
H alliteration.

121. "Let's try an experiment," found in the first paragraph of *Thomas Alva Edison*, is an example of

A formal language.
B informal language.
C jargon.
D slang.

GO ON

122. Which group of items would Edison be familiar with?

E telegraph, radio, VCR
F radio, VCR, movie camera
G VCR, movie camera, telegraph
H movie camera, telegraph, radio

Read each question below and mark the best answer in your answer booklet.

123. Which of these books would probably contain the most helpful information for a report about bears in the wild?

A *Five Favorite Bear Stories*
B *Exploring the Bear River Trail*
C *The Circus Bears Come to Town*
D *Bears of the Northern Hemisphere*

Use the list of articles from a periodical index below to answer question 124.

Radio

Golden age of radio. A. Bridger. il *Broadcast Rev* 16:32–38 My 27 '88
How to conduct a radio interview. M. Miller. il *Elect Dig* 36:12–19 D '90
Listen and learn. *SRG* 42:40–46 Mr '90
Radio giants of the 30s and 40s. M. Chaney. il *Radio Qrtly* 28:6–23 Spr '89
Why popular music stations make the most money. B. Piranesi. *Media Econ* 93:18–25 Ja '87

See Also
Entertainment

PUBLICATIONS KEY
Broadcast Rev—Broadcasting Review
Elect Dig—Electronics Digest
Media Econ—Media Economics
Radio Qrtly—Radio Quarterly
SRG—School Radio Guide

124. According to the periodical index, other articles about radio could be found under which heading?

E Radio
F Music
G Interviews
H Entertainment

GO ON

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Use the library catalog cards and bibliography entries from a book below to answer question 125.

CARD 1

796.5 S
Sawicki, Mel
Outdoor life / Mel Sawicki — Boston: Creighton House, 1982.
311 p. : ill. ; 20 cm.
1. Camping. 2. Backpacking. I. Title

CARD 2

688.7 H
Hallberg, Arthur
Choosing the appropriate camping gear / Arthur Hallberg. — New York : Zenith Press, 1986.
230 p. : ill. ; 17 cm.
1. Camping–Equipment and supplies. I. Title

CARD 3

688.7 L
Lu, Kim
Footwear for hiking and climbing / Kim Lu. – Richmond, Ca. : Lester and Reuss, 1987.
189 p. : ill. ; 19 cm.
1. Hiking–Equipment and supplies. 2. Rock climbing–Equipment and supplies. I. Title.

CARD 4

796.5 D
Dean, Perry
Under the stars / Perry Dean. — Denver : Alpine Press, 1985.
288 p. : ill. ; 20 cm.
1. Camping. I. Title.

BIBLIOGRAPHY ENTRIES

Doherty, Alison. "Backpacks: Comfort Is the Key." *Vacationer's Monthly*, March 1983, pp. 26–29.
Mangiafico, Paul. *The ABCs of Buying a Tent*. New York: Westlake Book Co., 1985.

125. Which of these authors wrote a magazine article?

A Kim Lu
B Alison Doherty
C Arthur Hallberg
D Paul Mangiafico

CLOSE YOUR BOOKLET **and answer booklet so your teacher will know you are finished.**

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Answer Key for
Thomas Alva Edison:
The Man That Invented The 20th Century
Grade 8 Informational Passage

Item	Correct Answer	Standards Category
100	H	1.1 D
101	C	1.2 A 4
102	E	1.3 B 4
103	C	1.2 A
104	E	1.8 B
105	B	1.1 D
106	E	1.2 A
107	D	1.1 E
108	F	1.3 C 2
109	A	1.3 E
110	H	1.1 G
111	B	1.2 A
112	G	1.7 A
113	D	1.2 A
114	F	1.1 G
115	A	1.7 C
116	G	1.2 A
117	A	1.2 A
118	F	1.1 G
119	C	1.1 D
120	H	1.3 C 1
121	B	1.7 B
122	H	1.7 C
123	D	1.8 C 3
124	H	1.8 B 4
125	B	1.8 C 4

Answer Key for
Thomas Alva Edison:
The Man That Invented The 20th Century
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Item	Correct Answer	Standards Category
100	H	1.1 D
101	C	1.2 A 4
102	E	1.3 B 4
103	C	1.2 A
104	E	1.8 B
105	B	1.1 D
106	E	1.2 A
107	D	1.1 E
108	F	1.3 C 2
109	A	1.3 E
110	H	1.1 G
111	B	1.2 A
112	G	1.7 A
113	D	1.2 A
114	F	1.1 G
115	A	1.7 C
116	G	1.2 A
117	A	1.2 A
118	F	1.1 G
119	C	1.1 D
120	H	1.3 C 1
121	B	1.7 B
122	H	1.7 C
123	D	1.8 C 3
124	H	1.8 B 4
125	B	1.8 C 4

Constructed Response Examples

Thomas Edison was a great and powerful mind that changed the world forever. If it were not for Thomas Alva Edison today, life would be a lot more difficult. Thomas Edison made it possible to do many things that we wouldn't be able to do, otherwise.

Many will ask how he had done it. The key for him was hard work. Thomas Edison worked as hard as he could to reach his goal. Take the light bulb, for instance. Thomas Edison wanted to find the perfect material for his light bulb. To find that material, he had to expirement continusely, and he didn't give up. He was determined to find the perfect substance to make his light bulb. He could have just given up, but he didn't. He had determination and he needed to reach his goal, and finally, he did.

If we had the ~~that~~ work habits of Thomas Edison today, maybe we would all be as successful as he was. Unfortunately, not so many people today are like that. Many people still don't realize that you can't achieve anything without trying. Thomas Edison would have failed if he had just given up. Failure was one thing Edison could not accept, but so many people ~~to~~ accept so easily everyday. That is one thing we have to change.

4 - This response shows a thorough understanding of the text by naming work habits (i.e. "hard work," "didn't give up," "determination") and describing how they led to success. The student clearly tells how those work habits would relate to success today. The student exhibits a level of comprehension that extends beyond the literal and demonstrates critical and evaluative thinking, making strong connections to the text, other concepts and his/her own ideas.

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THOMAS ALVA EDISON'S WORK HABITS WERE VERY DIFFERENT THAN PEOPLE TODAY. EDISON HAD A HARD TIME KEEPING JOBS BECAUSE HE WOULD FALL ASLEEP OR WORK ON HIS EXPERIMENTS.

THOMAS ALVA EDISON'S WORK HABITS INCLUDED NOT CHANGING HIS CLOTHES FOR A FEW DAYS, SLEEPING IN HIS LAB, ALWAYS HAVING THINGS BULGING OUT OF HIS POCKETS, LIKE BALLS OF WIRE, SCREWDRIVERS, BATTERIES, ECT.... THOMAS ALVA EDISON MOVED AROUND A LOT BECAUSE HE WOULD LOOSE HIS JOB. THE REASON I THINK THOMAS EDISON SUCEED WAS BECAUSE HE SPENT ALOT OF TIME IN HIS LAB AND HE NEVER GAVE UP VERY EASILY.

THOMAS ALVA EDISON WOULD BE SUCCEFUL TODAY IF HE USED HIS WORK HABITS AS HE DID BEFORE, BECAUSE NOT VERY MANY PEOPLE IN THIS WORLD ARE THAT DETERMINED TO DO SOME THING THIS IMPOSSIBLE. I THINK THOMAS ALVA EDISON WOULD MAKE IT IN THE WORLD TODAY BECAUSE HE DID NOT GIVE UP ON HIS INVENTIONS.

4 - This response shows a thorough understanding of the text by naming numerous work habits and explaining how some of these affected him. This student also explains how Edison's work habits would relate to success in today's world.

EDISON WAS ALWAYS THINKING OF NEW IDEAS, WEATHER HE WAS HAVING DINNER OR TALKING TO HIS WIFE. EVERY TIME HE WOULD GET AN IDEA HE'D COPY IT DOWN ON HIS NOTEBOOK PAPER. HE WOULD TAKE BRAKES IN HIS JOB TO GO AND READ ABOUT NEW THINGS OR TO WORK ON AN EXPERIMENT. IF HE WAS STILL ALIVE TODAY I'M SURE HE WOULD STILL BE INVENTING NEW THINGS AND WE WOULD HAVE NEW, BETTER APPLIANCES. HE WAS VERY DEVOTED TO HIS IDEAS AND NEVER WOULD GIVE UP ON A SMART IDEA. THOMAS EDISON HAD MORE THAN 3,400 PADS OF IDEAS. AND BY NOW I'M SURE HE COULD HAVE DOUBLED THAT AMOUNT. WITH THE MONEY HE EARNED WITH HIS INVENTIONS HE WOULD BUILD NEWER, BETTER, AND BIGGER "INVENTION FACTORYS" WHICH WOULD MAKE EXPERIMENTING EASIER. HE NOW ALSO HAD THE MONEY TO EXPERIMENT WITH NEW THINGS, AND HAD SOME HELP. THOMAS EDISON WAS A GREAT INVENTOR AND REALLY DESERVED THE TITLE "THE MAN THAT INVENTED THE 20TH CENTURY."

3 - This response shows a confident and coherent explanation of Edison's work habits. Through use of textual support, the student alludes to how these habits led him to success and what he would be doing today. The explanation is not elaborated enough for a higher score.

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Thomas Alva Edison was a man that worked incredilably hard. But Edisons' work did pay off for him. He would often stay in his laboratory for 2 or 3 day at a time. When Thomas had an Idea he would not put it to sleep. Over one, 14 month period he conducted more than 8,000 experiments. In todays world Thomas could have been good at any profession that he chose because of his impeckable work ethic. I think that one of the reasons Thomas worked so hard was because he enjoyed what he was doing very much.

3 - This response shows a confident and coherent explanation of Edison's work habits and how they led to his success. Textual support is included. There is, however, no mention of how these habits would apply to today.

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Thomas Alva Edison was a genious! He invented so many things because of all his great ideas. Edison had bad work habits when he was not inventing. When he started to invent things in his on line of beciness he was great. His work habits in his lab were great because of all the inventions he had done. He had invented a lightbulb onc even a radio. These inventions are used so much in todays world. If he had not invented the lightbulb, we might even have been using candles now. He was very smart, even though not all his inventions were a success. If Thomas would not have invented all these great inventions who would have?

2 - This response shows a limited interpretation of the text. The student states Edison had bad work habits but never really explains what they are. The student does address that his success is due to "great ideas." There are also some text examples.

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Thomas Edison was a great inventer. He worked non stop trying experiments. His experiments led to the light buelb, radio tube, electric car. He would come home dirty and fall right to sleep. When he worked at the train station he was always to busy doing experments.

2 - This response shows a limited interpretation of the text. Several work habits are named, but presented more in the form of a list than an explanation.

Thomas Edison's work habits were that when he was 12 years old he worked on a train as a "candy butcher" he walked the aisles shouting "candy, apples, newspapers, sandwiches, molasses, and peanuts. Thomas Edison printed his own newspaper and he started the printing press. Thomas Edison soon invented the telegraph he became the fastes telegraph operator in the country. Thomas Edison opened a labortory in Newark, New Jersey. He got married to his 16 year old secretary her name was Mary Stilwell he married her in 1871 and they had three children. Thomas Edison would go away from his house for two or three days. Thomas Edison did another invention it was called the electric light. In 1884 Thomas Edison was 37 and his wife Mary died. Two years later he married Mina Miller she was 19 years old. Thomas Edison bought a huge victorian house with a four car garage with a turntable so he would not have to back out of his garage. Thomas Edison died October 1931 because his health went bad.

1 - This response shows an attempt to answer the question but is very limited. It is merely a random re-telling of the story without identifying a work habit.

Thomas Edesons work habits were very unconventiol. Sometimes he would stay in his lab and not be home for days.

1 - This response shows an attempt to respond to the prompt. One work habit is identified but no support is offered.

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he found out that lightning would make the light work

OT - This response is considered off-task because it does not relate to Thomas Edison.

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Grade 11

How They Tried to Save the Normandie
~Informational

The Sheer Wonder of Penguins
~Informational

Grade 11

Informational Passage

An exciting and tragic event occurred in New York Harbor during World War II. Read the passage and answer the questions that follow it.

How They Tried to Save the *Normandie*

by Harvey Ardman

The date was Feb. 9, 1942, two months and two days after Pearl Harbor. The Axis was advancing on all fronts in Europe, Asia, and the Pacific. American combat troops, though they were raw and in short supply, might have made the crucial difference in a half-dozen areas of the world. However, at that time, there was no way to transport them quickly and in quantity. Existing American troopships were both small and slow.

The remedy lay in New York Harbor at Pier 88. It was the fabulous, glamorous French ocean liner *Normandie*, the second largest and second fastest ship in the world, exceeded in size by the *Queen Elizabeth*, which surpassed her by only a few inches, and in speed by the *Queen Mary*, by a fraction of a knot.

When Germany invaded Poland in September, 1939, *Normandie* was caught in New York Harbor. The French decided to leave her there for safekeeping until the horizon cleared. Meanwhile, Britain converted its two *Queens* into troopships. Both could carry 15,000 troops anywhere in the world at speeds of better than 30 knots. After Pearl Harbor, America decided to do the same with the *Normandie*.

In mid-December, 1941, the U.S. government seized the French liner. By Christmas Day, more than 3,000 civilian workers, Coast Guardsmen, and Navy enlisted men were laboring aboard the giant vessel, stripping her of her gorgeous art deco decor and installing military bunks, anti-aircraft guns, etc.

Speed was essential. The War Department intended *Normandie* to sail on the last day of February loaded with American soldiers bound, perhaps, for England, or North Africa, or Australia. Their actual destination has never become public knowledge.

However, on Feb. 9, 1942, some welders working in the grand lounge accidentally set fire to stacks of kapok life jackets which had unwisely been stored there. Thus began a blaze that eventually engulfed much of the ship, and also began an unheralded, but determined, effort to save the giant liner for use in the war.

The fire began at 2:27 in the afternoon. Because most of *Normandie's* fire prevention system had been shut off during the conversion process, even the ship's fire watch had no good way to fight it. About 10 minutes after the blaze broke out, Herman Minikine, supervisor of the civilian workers aboard, ordered everybody off the ship. As a result, thousands of workers were coming off the ship just as the first firemen were coming on. It was instant gridlock.

At about 2:55, the first city fireboat chugged into the slip and her nozzles began spraying *Normandie's* port side with water. The land-based companies, which had arrived almost simultaneously, were still rigging their hoses.

On *Normandie*, the fire was raging out of control. As smoke filled the engine rooms, Lt. Commander Philip Lohmann, the ship's prospective Navy engineering officer, and Lt. John German, a Coast Guard engineering officer, ordered the boilers banked. The fire would

GO ON

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soon be out, they felt, and they'd start everything up again. The boilers had enough steam to keep *Normandie's* electrical power up for 15–20 minutes. After that, the ship would go dark and everything would come to a stop.

The fireboats continued to outpace the land engines. As a result, much more water was poured onto *Normandie's* port side than onto her starboard, or pier, side. Slightly, but perceptibly, the ship began to list away from the pier.

By 3:15, the fire had pretty much gutted *Normandie's* superstructure, her top three decks. The great public rooms that had made her famous had all been destroyed.

About then, the ship's generators, out of steam, whined to a halt. The lights flickered, then went out, leaving everyone still on the ship, firemen included, in total darkness. The elevators ground to a halt and clocks stopped, as did the pumps that were providing water pressure for the fire hoses. The power failure also shut down *Normandie's* drainage system, which had been trying to dispose of the thousands of gallons of water being sprayed onto the ship by the fireboats in the slip and the fire engines on the pier.

The list increases

Around 3:20, two railroad fire tugs arrived and turned their nozzles on her port side. *Normandie's* list to port gradually increased. As she slowly tilted, the gangways were pulled away from the pier, inch by inch, until they finally swung loose and crashed against her slablike black hull, nearly dumping a number of firemen into the water.

Looking through the smoke, they could see four fireboats drenching *Normandie* with great torrents of water. Yet, high up on the ship, only a few small streams of water dribbled over the sills of the promenade windows and fell back into the slip.

Captain Clayton Simmers was the man nominally in charge of *Normandie's* conversion to a troopship. He had closely studied *Normandie's* stability characteristics, and was worried about the effect of all that heavy free-flowing water so high up in the ship.

All the high officials gathered in the command post, trying to figure out what to do next. However, no one wanted responsibility for *Normandie*. All were intensely interested in avoiding any possible blame for what had happened—and what might still.

Nonetheless, one man—Captain Clayton Simmers—courageously decided to take command of the situation, even though he was hardly the highest-ranking officer present. During the next 10 hours, he made a stubborn, imaginative, even heroic effort to save the ship. Simmers began by convincing the others that *Normandie's* list was a very serious matter. At about 3:25, 45 minutes or so after the fire had started, they began to concentrate on the problem.

At first, Simmers couldn't understand why the ship was listing at all. The water ballast and fuel in her double bottom tanks should have counterbalanced the water trapped above and, a few days earlier, he'd ordered that these tanks be kept filled. Lt. Commander Lohmann admitted that both sets had been emptied for cleaning.

Angry that his orders had been disobeyed, Simmers ordered that fire hoses be used to fill the tanks immediately, but Fire Commissioner Walsh said the hoses were too short. Simmers then asked Walsh to have holes cut in the Promenade Deck bulkheads with acetylene torches, to let out the water trapped on the upper decks. Walsh agreed.

At 3:27, the third city fireboat pulled into *Normandie's* slip, making five in all. Together, they were turning the ship's portside upper rooms and cabins into reservoirs. *Normandie's* list slowly increased to eight degrees.

GO ON

At the same time, several firemen climbed over the edge of the Promenade Deck, high up on the port side. Hanging by ropes, they began burning holes in the Promenade Deck bulwarks, using acetylene torches. When they broke through, however, torrents of water spurted out and extinguished the torches.

Captain Simmers stoically accepted the news of this failure, and then asked Walsh to shut down the fire tugs. Walsh refused. His job, he said, was to put out the fire and make sure it didn't spread to the rest of the waterfront.

Simmers had another thought. Could hoses be used to flood the starboard wing tanks, pulling *Normandie* back toward an even keel? The fill holes for these tanks were much higher than those in the ship's double bottom. There was at least a chance the hoses would reach. Walsh, perhaps smarting from his previous failures, agreed to try.

Normandie's **hawsers** had been stretched as tight as piano wires. Now, as she tilted further away from the pier, her list increasing to 12 degrees, the hawsers tugged loose the steel bollards that had secured the giant vessel to the concrete pier.

The bad news mounts

Simmers now heard bad news of a different sort. The fire hoses couldn't reach the starboard wing tank fill holes. Very worried, Simmers asked Coast Guard Captain John Baylis to order tugboats into the slip, to push against the *Normandie's* port side, hoping they could hold her while he found another way to solve the problem.

At 2:37 a.m., almost exactly 12 hours after a welder's torch had ignited a bale of life jackets, *Normandie* slowly rolled over into the ice-caked shallows of her slip.

Normandie lay half-submerged in the Hudson River for 18 months. She was eventually raised, in perhaps the greatest salvage effort in history, but she was a wreck. The war went on without her. After the war, the battered hulk was sold for scrap, for $161,000. So ended the life of the greatest liner of her age and perhaps the most beautiful ship ever built, dead despite all the courageous efforts to save her.

Now read each question and mark the best answer or answers on your answer booklet. REMEMBER THAT ONE, TWO OR THREE ANSWERS CAN BE CORRECT.

74. The U.S. seized the *Normandie* for use in the war because she

F belonged to France, which was an American ally in the war.

G would be large enough to transport more men than any other ships the U.S. had.

H was the second fastest ship in the world.

I was powered by coal, which was readily available in the U.S.

J had already proven that she could list 23 degrees and still stay afloat.

75. Which of these decisions eventually made Captain Simmers' job more difficult?

A Lohmann ordered the ship's boilers banked.

B Minikine ordered the civilian workers off the ship.

C Walsh refused to shut down the fire boats.

D The mayor commanded the fire boats to stop spraying.

E Lohmann ordered the water ballast and fuel tanks emptied for cleaning.

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GO ON

76. What were some of the strategies Simmers used to try to keep the *Normandie* afloat?

F cutting holes in the Promenade Deck
G pumping silt under her port side
H loosening her hawsers
I pumping water into the starboard wing tanks
J pumping water out of the Promenade Deck

77. The *Normandie* might have been saved if

A the ship hadn't listed.
B the great public rooms hadn't been gutted.
C the fire hoses had been adequate.
D the workers hadn't been ordered to leave.
E Lt. Commander Lohmann had been in charge.

78. The author's straightforward reporting is **best** shown in which sentence from the passage?

F "The fire began at 2:27 in the afternoon."
G "Hanging by ropes, they began burning holes."
H "Could hoses be used to flood the starboard wing tanks?"
I "Thus began a blaze that eventually engulfed much of the ship."
J "No one wanted responsibility for *Normandie*."

79. The *Normandie* was suitable as a troop ship because

A she could carry large numbers of troops.
B she was moored in New York Harbor.
C the British had already converted two ocean liners into troop ships.
D she was ready for conversion.
E she was a luxury liner.

80. Why did Simmers probably agree to take command of the fight?

F He was the captain of the *Normandie*.
G He was the highest-ranking officer around.
H He had some ideas about how to control the situation.
I The mayor and fire commissioner asked him to take over.
J He knew a lot about the ship's stability characteristics.

81. Which of these are **opinions**?

A If Walsh had ordered the fire boats to stop when Simmers first requested it, the *Normandie* would have been saved.
B The water poured on the port side of the ship was largely responsible for her list.
C The war's end would have been hastened if the *Normandie* had been used as planned.
D Captain Simmers was the only one who volunteered to take charge of the situation.
E The sinking of the *Normandie* was a significant loss to France.

GO ON

82. ***Simmers*** was to ***the ship's stability characteristics*** as ***Baylis*** was to _____.

F welding
G wind direction
H hawsers
I tides
J fire boats

83. Which of the following factors contributed to the destruction of the *Normandie*?

A Kapok life jackets had been unwisely stored.
B Workers came off the ship as firemen were coming up.
C The fire department responded too slowly.
D *Normandie's* fire prevention system had been shut off.
E The ship had been sitting on silt for 29 months.

84. The *Normandie* lost electrical power as a result of

F the ship's listing away from the pier.
G the banking of the boilers.
H the shutting off of the fire prevention system.
I the breaking of the hawsers.
J a poor decision on the part of the two officers.

85. Major difficulties in saving the *Normandie* were

A an unusually low tide.
B insufficient numbers of people to save the ship.
C lack of agreement on how to save the ship.
D refusal to take Simmers' direction.
E insufficient water to douse the fire.

86. The author's point of view in this article is

F sympathetic.
G involved.
H objective.
I frustrated.
J disinterested.

87. Which of the following is a metapnor used by the author to enliven his writing style?

A "The ship's generators . . . whined to a halt."
B "four fireboats drenching *Normandie*"
C "her slablike black hull"
D "the ice-caked shallows"
E "the greatest salvage effort in history"

88. The stretching of the hawsers indicated that the

F hawsers were as thin as piano wires.
G ship was listing from the docks.
H starboard side of the ship was filled with water.
I ship was becoming increasingly heavy.
J steel bollards were weakly secured to the pier.

GO ON

80

89. Which of these words probably comes from the Old English words *baer,* meaning *heavy,* and *hladan,* meaning *to load*?

A ballistic
B balloon
C ballot
D ballast
E balky

90. No single person was in charge of the *Normandie* because

F the commanding officer was away from the ship.
G all work had been completed for the day.
H four people were in charge of the ship's conversion.
I the ship belonged to a French luxury cruise line.
J the Navy wanted responsibility for the *Normandie.*

91. Which of the following was a problem in fighting the fire?

A lack of electrical power
B inadequate water supply
C upright position of the ship
D burning of fire hoses
E faulty fire-fighting equipment

92. "How They Tried to Save the *Normandie*" is an example of

F an informational text.
G a persuasive text.
H a narrative text.
I a biographical text.
J a historical text.

93. Which of the following definitions best fits the use of the word **list** in this selection?

A a band or strip of material
B a deviation from the vertical
C a narrow strip of wood cut from a plank
D a roll call of personnel
E an itemized category

94. "So ended the life of the greatest liner of the age . . . dead despite all the courageous efforts to save her" shows the author's attitude toward the disaster is one of

F disgust.
G irritation.
H regret.
I praise.
J frustration.

95. Which of the following statements is a fact? Captain Simmers

A made a stubborn, even heroic effort to save the ship.
B was the smartest person on the ship.
C thought the list was serious.
D was angry that his orders had been disobeyed.
E ordered that the fire hoses be used to fill the tanks.

GO ON

Read each question below and mark the best answer in your answer booklet. There is only one best answer.

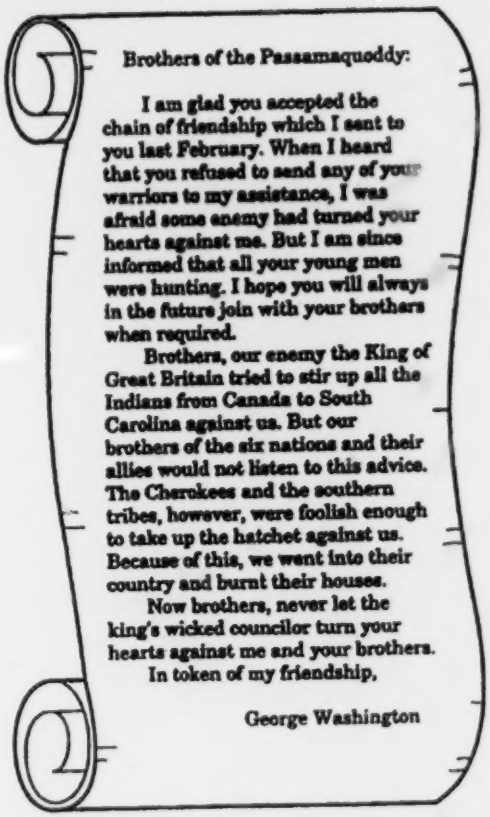
96. Which of these words probably comes from the Old English word *scrud*, meaning *garment* or *clothing*?

F scrap
G shrub
H scroll
I shroud

97. Which of these words probably comes from the Greek word *mimos*, meaning *imitator*?

A mime
B memo
C memoir
D memento

This letter is adapted from one written by George Washington to an American Indian tribe in 1776. The letter will help you answer the following question. Study the letter. Then answer question 98.



Brothers of the Passamaquoddy:

I am glad you accepted the chain of friendship which I sent to you last February. When I heard that you refused to send any of your warriors to my assistance, I was afraid some enemy had turned your hearts against me. But I am since informed that all your young men were hunting. I hope you will always in the future join with your brothers when required.

Brothers, our enemy the King of Great Britain tried to stir up all the Indians from Canada to South Carolina against us. But our brothers of the six nations and their allies would not listen to this advice. The Cherokees and the southern tribes, however, were foolish enough to take up the hatchet against us. Because of this, we went into their country and burnt their houses.

Now brothers, never let the king's wicked councilor turn your hearts against me and your brothers.

In token of my friendship,

George Washington

98. The main reason Washington wrote this letter was to

F announce the end of the war with England.
G obtain the support of the Cherokee Indians.
H reconfirm his alliance with the Passamaquoddy.
I find out why the Passamaquoddy did not respond to his request.

BEST COPY AVAILABLE

GO ON

Several students are doing research on the native environment of bamboo and its present uses. The students are studying maps and reading books and articles. They are also making outlines and bibliographies for the reports they will write about bamboo. The following item is related to the students' research project.

Use the outline and bibliography below to answer question 99.

(Title)_____

I. Uses of bamboo
  A. Construction
    1. Homes
    2. Bridges
  B. Household objects
  C. Modern manufacturing
  D. Food
    1. Human
    2. Animal
      a. _____
      b. Wildlife

II. Facts about bamboo growth
  A. Natural forests
  B. Cultivation
  C. Flowering
  D. Important varieties
    1. _____
    2. _____
    3. _____
    4. _____

III. Bamboo in Asian art and culture
  A. Literature
  B. _____
  C. Gardens
  D. Musical instruments

Bibliography

Ashurst, Susan, and Reiko Sumada. *A Gardener's Guide to Bamboo.* London: Milford Press, 1968.

Dahari, Irene. "Bamboo: An Endangered Cash Crop." *World Agriculture,* May 1986, pp. 43–49.

Greenberg, Charles. *The Art of the Japanese House and Garden.* New York: Castell and Bates, 1966.

Osugi, T. "The Artifacts of Daily Life: The Bamboo Exhibit at the Asia House." *Sunrise Weekly,* 20 Jan. 1987, pp. 35–40.

Paul, Mary. "Bamboo and the Panda Crisis." *West-East News,* July 1986, pp. 42–44.

Sumada, Reiko. "Bamboo, the Whisper of Japan." *Western Gardens,* Oct. 1979, pp. 61–67.

Takeuchi, M. *Nature and Art in the Orient.* Tokyo: Asia Press, 1966.

99. Line III–B in the outline is blank. Which of these best fits there?

A Flutes
B Poetry
C Painting
D Miniature trees

GO ON

Use the outline below to answer question 100.

The Census

I. Early census efforts
- A. Counts by Native Americans (Comanches)
- B. Counts by communities
  1. St. Augustine, Florida, in 1566
  2. Cahokia, Illinois, in 1666
  3. San Antonio, Texas, in 1783
- C. _____
  1. Virginia, in 1624
  2. New York, in 1698
  3. Eight other colonies by 1776

II. History of the official U.S. census
- A. Congressional authorization of 1787
- B. First U.S. census in 1790
- C. Establishment of U.S. Census Office by 1880

III. _____
- A. By interviews
- B. By questionnaires

IV. How census information is used
- A. To allocate representatives
  1. State governments
  2. Federal government
- B. To focus on needs and problems
  1. Health
  2. Housing
  3. _____
  4. Education
- C. To guide future planning
  1. Government institutions
  2. Private institutions

V. Reasons for participation
- A. Census figures are used in important ways
- B. Individual responses are confidential
- C. _____

100. Line I–C in the outline is blank. Which of these best fits there?

F Counts by colonies
G Counts before 1990
H Counts by centuries
I Counts during the 1600s

For Number 101, read the sentences. Then choose the essential phrase that should be included in research notes for a report on archaeology.

101. After the initial sites for a dig have been selected, a surveyor maps each site showing all the surface features of the area. The site is divided into squares, and each square is numbered. Archaeologists use these numbers as common reference points so that the location of artifacts can be recorded precisely.

A dig sites initially selected on basis of surface features of the area
B surveyor selects sites and records locations of common reference points
C squares give archaeologists common reference points for selecting dig sites
D surveyor maps site and numbers squares for recording precise location of artifacts

GO ON

Use the bibliography for a student's report about William Shakespeare below to answer question 102.

Bibliography

Baker, Gloria. *An Annotated Bibliography of Shakespeare's Plays*. Chicago: Chicago Press, 1987.

Katovsky, Boris. *The Globe Theater and Shakespeare*. London: New Review Press, 1990.

Pomeroy, Richard. "Poets and the Literature of the English Court." *Ralston Review*, Oct. 1989, pp. 257–283.

Shakespeare, William. *Titus Andronicus*. In *Sixteenth-Century Literature*. Ed. by Bernard Green. 1st ed. New York: G.B. Pierce, 1991, pp. 72–162.

Stimson, Katherine. *Shakespeare: A Critical Biography*. San Francisco: Stratton Publishers, 1982.

Ventura, Leticia. *Shakespeare: The Years of Fame*. Boston: A. Lewis and Sons, 1988.

102. The book that is most likely to list other sources of information about Shakespeare's works was written by

F Green.
G Baker.
H Pomeroy.
I Katovsky.

103. The best way to find recently published magazine articles on specific subjects is to consult

A an almanac.
B an encyclopedia.
C the card catalog.
D a periodical index.

CLOSE YOUR BOOKLET **and answer booklet so your teacher will know you are finished.**

STOP

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Answer Key for
How They Tried to Save the Normandie
Grade 11 Informational Passage

Item	Correct Answers	Standards Category	Item	Correct Answers	Standards Category
74	G, H	1.1 G	89	D	1.7 A
75	A, C, E	1.2 A 1	90	H	1.1 D
76	F, I	1.1 G	91	A	1.1 G
77	A, C	1.2 A 3	92	F	1.2 A 4
78	F, I	1.3 E	93	A	1.7 A
79	A, B	1.2 A 3	94	H, J	1.3 E
80	H, J	1.3 A	95	E	1.2 A 1
81	A, C	1.2 A	96	I	1.7 A
82	I	1.1 G	97	A	1.7 A
83	A, B, D	1.1 D	98	H	1.7 A
84	G, J	1.1 G	99	C	1.8 A
85	C, D	1.2 A 1	100	F	1.8 C 5
86	F, I	1.3 B	101	D	1.8 C 2
87	A	1.3 C 2	102	G	1.8 B 3
88	G, I	1.1 G	103	D	1.8 B 3

Note: The 2000 PSSA Reading assessment for grade 11 included multiple-response multiple-choice/selected-response items that offer five answer choices with one or more possible correct answers. Only single-response multiple-choice/selected-response items will be included in the 2001 PSSA Reading assessment.

Constructed Response Question

Think about the excitement this must have caused in New York Harbor! You are a reporter for The New York Times. Write an attention-grabbing headline and a succinct front-page article describing the action and excitement. Use information from the article and include your own ideas.

As you write be sure to:

- Include your headline.
- Write as an eyewitness reporter.
- Use information from the story and your own ideas.
- Write neatly and clearly.
- Use only the space provided.

AFTER YOU HAVE CHECKED YOUR WORK, *CLOSE YOUR BOOKLET* AND ANSWER BOOKLET SO YOUR TEACHER WILL KNOW YOU ARE FINISHED.

STOP

Constructed Response Examples

The Normandie Lays down On the Job

Shortly before 2:30 yesterday afternoon, smoke was seen rising above New York Harbor. When arriving at slip nineteen a mass of workers were rushing about trying to escape from The Normandie. At the same time firefighters were boarding the ship trying to put out the flames. As firefighters hosed water onto the ship the generators shut down, plunging everyone on the ship into darkness. Fireboats continued to hose The Normandie even as it began to list.

Captain Clayton Simmers had taken control, shouting orders over the noise. On lookers watched as several firemen attempted to put holes in the side of the boat to leave out some of the water. This failed when the torches went out because of the water. As 4:00 approached the hawsers were visiably strained. Two tugboats were brought in to try to hold the Normandie up. As high tide approached Captain Simmers' face showed his disappointment and frustration. They continued to work until 2:37 a.m. when the Normandie laid down.

Update tomorrow on what caused the blaze and Captain Clayton Simmers' reaction.

4 - This student demonstrates a thorough understanding of the text and task by writing a good headline and a succinct article. The essay recounts critical information that exhibits a level of comprehension that extends beyond the literal, yet has strong connections to the text. The reader can get a clear picture of what happened to the Normandie. There are no errors in text based facts.

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The Burning of the Normandie

Today the glorious ocean liner the Normandie caught fire in New York Harbor. As you may recall the Normandie was a French ocean liner that was awaiting conversion into a U.S. troopship. Sadly it never made it. The blaze supposedly started when a welder set fire to a pile of life jackets. The blaze quickly spread throughout the ship. Soon fireboats and land support were on the scene, but mass confusion prevented immediate action. Captain Clayton Simmers took responsibility for the Normandie and tried several times to save the spectacular vessel. The ship developed a "list" from water being poured in by boats on the port side. This caused the ship to lean and pull away from the docks. At 4:49 p.m. high tide rolled in. At 2:37 a.m., 12 hours after the fire started the Normandie turned over into the harbor. Hopefully in the future better precautions will be taken so that a tragic event like this never happens again.

4 - This essay consists of a good headline and a concise report of the action that occurred on the Normandie. The student uses strong connections to the article and interprets the events to demonstrate a thorough understanding of the text.

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Fire on the Normandie!

Today at 2:27 p.m. the Normandie in the New York Harbor caught fire. Due to the improper storage of life jackets on the Normandie, the liner is now a bunch of scrap metal. The fire was started by welders that were working on the grand lounge when some the sparks flew and caught fire on the life jackets. I talked to captain Clayton Simmens and this is what he had to say. "As we were putting the fire out, the power failed because two officers ordered that the boilers be banked. When the power failed, it caused all the electricity to go. The fire prevention system was not on because it was shut off for the conversion of the liner. This all could have been prevented if equipment was stored properly and people could work together. I hope that this mistake will never happen again." So, that is the story about the Normandie liner catching on fire.

3 - This response demonstrates a coherent and adequate understanding of the text and task by offering a headline and an article that tells you what happened on the Normandie using an interpretation of the article. The student would need to include more information from the story to raise the level to a four.

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The Normandie Sinks.

February 9, 1942 was a really bad day for the crews in charge of the Normandie's refitting. Today at about 2:30 in the afternoon a fire was started. It was determined that some welders had caught some life jackets on fire. To make things even worse the ships own fire prevention system was shut down. The blaze seemed to happen everywhere at once. Fireboats came in and began spraying water to the port side. Then the power was lost all over the ship and water began to sink the one side of the ship. Because of all these problems despite the efforts of the crew to saved her the ship was lost in the harbor.

3 - This student shows an adequate understanding of the text by citing more literal events of the fire. However, the paper lacks the level of interpretation needed to take it beyond a factual retelling.

Great Ship destroyed by accidental Fire.

Midday yesterday a ship the US navy had considered was set ablaze when welders working aboard ship caught some poorly stored life Jackets on fire.

The ship was consumed with fire in a very short period of time. This caused the ship to lean heavily on the portside with high tide approaching soon workers fought to get the fire out and control the lean of the ship.

All effort proved to be in vain as the great ship silently slipped into the water sometime late last night.

This was a great and terrible loss of one of world's greatest cruse ships and troop transporters.

2 - This response demonstrates a limited understanding of the text. The paper has a headline, yet it omits the information that the lean of the ship was caused by the fireman's water. This results in an essay that is limited in interpretation because the connections to the text are minimal.

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Burning of the Normandie

On February 9, 1942 the Normandie, a French liner made into an American troopship, caught on fire. Welders accidentally set fire to life jackets while working in the grand lounge. After all attempts were made to save the Normandie, the ship started to list. Tug boats were sent to try and hold up the huge liner. Hawsers were used, but they tugged loose. But all efforts failed. At exactly 2:37 a.m., 12 hours later, the Normandie rolled over in the shallow waters

2 - This student exhibits a limited level of comprehension by presenting a headline and citing literal facts in a very brief essay—it caught on fire, they tried to save it, it rolled over.

"How They Tried to Save the Normandie"

Today on Feb. 9, 1942, two months and two days after Pearl Harbor. The remedy lay in New York harbor at pier 88. The second largest, and second fastest ship in the World, exceeded in size by the Queen Elizabeth, which surpassed her by only a few inches, and in speed by the Queen Mary, by a fraction of a knot. Both converted its two Queens into troopships. Both could carry 15,000 troops anywhere in the world at speeds of better than 30 knots The boat caught on fire and they had so much trouble getting the fire out, but after awhile they did.

1 - This student copies the headline and then proceeds to copy scattered sentences directly from the text. The student does not offer any of his/her own ideas until the last sentence [The boat caught on fire . . .] and then claims they **did** put the fire out. This demonstrates very limited evidence he/she understood the text.

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How They Tried to save the Normandic

Lt. Commander Philip Lohmann.

They Got shot from a war or ships and They Got hit in the side and Got fire on aboard the fireman tried to put it out, in total darkness because all the smoke from the fire.

1 - This response demonstrates an attempt to respond by copying the title of the text as a headline and making a disjointed and distant connection to the text by stating there was a fire that they tried to put out.

So I read the story, but I can't think of anything to wright here.

IO - This student refuses to perform.

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Grade 11

Informational Passage

This article appeared in the nature magazine *International Wildlife*. You will be asked to write about penguins' fish- and bird-like characteristics. Read the article and answer the questions which follow it.

The Sheer Wonder of Penguins

Tales and tidbits about the world's coolest birds

by Tui De Roy and Cheryl Lyn Dybas

Few creatures have so captured the human heart and imagination as penguins, the waddling, flightless seabirds that dwell in some of the most frigid, inhospitable and inaccessible regions on Earth.

Certainly much of our fascination with the creatures is rooted in what many perceive as their resemblance to ourselves. In their distinctive black-tie plumage, they teeter around on two legs like befuddled dandies locked out of the opera house—all dressed up and nowhere to go.

But there's more to penguins than slapstick. Indeed, the birds' natural history is a remarkable tale of evolutionary success. They thrive in areas where most animals would quickly perish, supremely well-adapted as they are to life in the deep freeze.

Scientists and naturalists have known for centuries that the closer one looks at penguins, the more fascinating they become. With that in mind, *International Wildlife* presents this potpourri of pure penguinabilia—facts and anecdotes about the creatures themselves and mankind's unending quest to get to know them.

No neighbor to polar bears: All of the world's 18 or so penguin species (scientists disagree over the number) live in the Southern Hemisphere—clear on the other side of the globe from the polar bears of the Arctic North. Their home stretches from Antarctica to South Africa, South America, Australia, New Zealand and even as far north as the Galapagos Islands. There are no penguins at the South Pole, however, which lies 800 miles from the nearest ocean and a supply of available food.

Where the penguin got its name: The word penguin, first recorded in English in 1588, was probably given to the bird by early Spanish sailors because of the amount of fat (*penguigo*) on its body. The Welsh, however, claim the name comes from the Old Welsh expression *pen gwyn*, meaning "white head," a reference to the now-extinct great auk of the Far North.

Fish or fowl? Fossil records show that penguins once could fly but gave it up for life in the sea some 60 or 70 million years ago. Over time, their wings evolved into narrow, bony flippers, a trait that understandably confused early Antarctic explorers, who classified the creatures as fish, not fowl. Though no longer capable of becoming airborne, penguins virtually can fly through the water. Stroking their finlike wings and using their feet as rudders, they turn split-second undersea pinwheels and race at speeds of more than 10 mph. Unlike other birds, whose hollow, lightweight bones help them fly, penguins have solid bones better suited to life in the water. The extra weight provides ballast for deep dives in search of prey, such as lanternfish, squid or krill.

Big bullies and mewing pipsqueaks: The largest living penguin is the emperor, which, standing nearly 4 feet tall and weighing 90 pounds, is big enough to knock down a man. That's exactly what one did in 1914 when cornered by a crewman of the research ship *Endurance*: the bird jumped on its pursuer's chest and escaped. On the other end of the size spectrum is the 3-pound, 15-inch little blue, or fairy, penguin of South Australia and New Zealand, a shy bird often heard mewing like a cat along beaches at night.

Rare find in New Zealand: The rarest of all penguins is the shy yellow-eyed species, which nests in the deep, damp thickets and forests of southeastern New Zealand. The fewer than 4,000 remaining birds are threatened by introducing predators such as cats, rats, and pigs.

Peaceful (though noisy) coexistence: Except perhaps for the occasional theft of nestbuilding stones, penguin society is relatively orderly, especially when one considers the number of birds that inhabit some rookeries. At least two colonies of Magellanic penguins in Argentina number over a million birds. About

GO ON

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five million Adelie penguins nest side-by-side in the South Orkney Islands off the Antarctic Peninsula, and the population of the Chinstrap rookery in the South Sandwich Islands has been estimated at ten million.

Penguin Island: The largest colony of nesting penguins gathers on the flanks of Mount Asphyxia, a remote active volcano on Zavodovski Island in the far reaches of the South Atlantic. Scientists estimate that between 14 and 21 million penguins—mostly chinstraps, which sport hoods and a thin band under their bills, and macaronis, with their sweeping yellow eyebrows—converge on the island every spring to nest on the shores, which are cleared of snow by volcanic warmth.

Suited up for survival: Tuxedo-like, two-toned plumage helps conceal swimming penguins from predators above and below the surface. The principle behind this natural camouflage is called countershading. The dark back of most penguin species, viewed from above, is hard to distinguish against murky surrounding waters. Similarly, a shark or leopard seal lurking in the depths might not notice the bird's white underparts in the bright glare at the water's surface.

B.V.D.'s for chilly waters: Penguins are designed especially for life in cold water. Their feathers are small and stiff, almost like scales, overlapping tightly so they cannot be ruffled by wind or wave. These feathers are denser than those of any other bird and cover the entire body, about 70 per square inch. Like thermal underwear, an undercoat of wooly down beneath this waterproof shell traps air in a layer about an inch thick, retaining much of the bird's body heat in water just below freezing and in frigid outside air. A thick lining of blubber adds extra insulation.

Built-in radiators: Penguins are so well protected against the cold that their biggest problem comes not from being too cold, but rather too warm. When they overheat, the creatures' bodies respond automatically by expanding the small blood vessels in the skin and blubber to dissipate heat away from the core. Their feet and the barely feathered underside of their bony wings flush bright pink with surface blood, ridding the body of excess heat much like natural radiators. They also fluff up their feathers to let the air flow through them. If that isn't enough, they pant and eat large beakfuls of snow.

Coat of oil—a dry idea: A large, pear-shaped gland at the upper base of the penguin's tail secretes a fine oil, which the bird spreads over its body using its face and bill. This oily coating keeps the feathers watertight and dry, and it allows the crested penguins of the subantarctic, for instance, to spend six months continuously in the open ocean each winter without coming ashore. If they ever became waterlogged, the creatures would die within a few hours.

Off with the old: Instead of molting a few feathers at a time like most birds, once a year (in the austral summer) penguins shed their entire coat in one go. To accomplish this, they first fatten up, increasing their normal weight by as much as 50 percent. Then they fast for several weeks on shore while their new feathers develop. To go in the water before the new coat grows in would surely be fatal.

Record-holding divers: Emperor penguins often dive deep under the Antarctic ice in search of their prey, deep-water lanternfish. In fact, the species holds the record for the deepest dive ever for a bird, calculated at 1,250 feet. "I've clocked emperor dives that lasted 18 minutes—considerably longer than those recorded for any other bird and longer than the dives of most marine mammals," says Gerald Kooyman, a biologist at the Scripps Institution of Oceanography in LaJolla, California.

Not so clumsy, after all: Stubby legs make walking difficult and give penguins their comical, waddling gait. The birds have other ways of getting around, though, and at times they can be downright agile. When traveling long distances by sea, they leap in and out of the water in a behavior called porpoising. When swimming underwater, penguins can gauge the height of shore ice or rocks from a distance. Gathering speed, they swim right up to their destination, pop out of the water as high as 7 feet and, most of the time, make an upright landing.

In snow, emperors and Adelie penguins—which can run faster than a man through soft snow—can travel great distances tobogganing on their smooth bellies. When hurried, rockhoppers leap along with feet held together like children on pogo sticks; to climb steep rock faces, they dig in with their sharp claws and use their beaks as ice axes. Magellanic penguins can escape predators by running on all fours, paddling with their stiff wingtips and their powerful feet.

Day care—a matter of style: To protect their eggs and chicks from the elements, some penguins—little blue (or fairy), black-footed, Humboldt and Magellanic penguins, for example—dig underground burrows. Others, such as Galapagos penguins and New Zealand's fiordland crested penguins, seek shelter in natural caves, while most other species construct

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GO ON

The practice nearly decimated colonies near Port Stanley. Although penguin eggs are still gathered in the Falklands today, egging is now regulated in the British territory.

One man's dying wish: In 1899, members of a British expedition built wooden huts near the Adelie penguin rookery of Cape Adare, becoming the first people ever to spend a winter on the Antarctic continent. During the long winter night, their zoologist, a Norwegian named Hansen, fell gravely ill. His wish was to live to see the spring return of the penguins. When the first bird arrived across the ice, the men captured it and placed it in Hansen's arms just before he breathed his last breath.

Now read each question and mark the best answer or answers on your answer booklet. REMEMBER THAT ONE, TWO OR THREE ANSWERS CAN BE CORRECT.

104. What is the **main** purpose of this article?

F to describe the specific habits of all known penguin species

G to describe life in an average penguin colony

H to present a case for protecting penguins

I to present scientific facts about penguins

J to describe the authors' experiences among several penguin colonies

105. The authors of this article seem to regard penguins with

A amusement.

B disdain.

C concern.

D indifference.

E fascination.

106. What did the authors probably mean when they referred to penguins as a "remarkable tale of evolutionary success"?

F The penguin population is growing rapidly.

G Species of penguins are found all over the world.

H Penguins have long lived in places where most animals cannot survive.

I Penguins should be extinct because they cannot fly.

J Scientists and naturalists really don't know how the penguin evolved.

107. Of the following, which best distinguish penguins from other birds?

A the depth to which they are able to dive

B their ability to live almost anywhere in the world

C their number of feathers per square inch

D the way they cooperate while raising their young

E the great amounts of food they consume

108. The words *Arctic* and *Antarctic* are related to

F the Greek word *arktikos,* meaning *northern.*

G the Greek word *archaio,* meaning *beginning.*

H the Latin word *arcus,* meaning *bow.*

I the Greek word *archos,* meaning *ruler.*

J the Greek word *arktos,* meaning *bear.*

GO ON

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109. The tone of Hansen's dying last wish to see the penguins return is

A nostalgic.
B sentimental.
C rueful.
D romantic.
E wistful.

110. Describing some of the penguins' habitats as "most frigid, inhospitable and inaccessible" makes use of a literary device called

F analogy.
G personification.
H metaphor.
I hyperbole.
J irony.

111. **Most** essential to penguins' environmental adaptation is

A nesting colonies.
B –70 degrees F temperatures.
C abundance of krill.
D balancing the egg on their feet.
E huddling together.

112. How can life in most penguin colonies be described?

F playful
G dangerous
H placid
I competitive
J crowded

113. Which factors must be just right for penguins to achieve nesting success in the Galapagos Islands?

A air temperature
B availability of shelter
C penguin population
D water temperature
E krill population

114. Penguins would seem to be most susceptible to attacks from predators when they are

F swimming.
G climbing.
H nesting.
I molting.
J porpoising.

115. Which of the following are reasons why penguin nesting colonies are large?

A The availability of nesting space is often limited.
B Large colonies help protect them from predators.
C They can nest only where the weather is mild.
D Parent pairs often "baby-sit" for others' chicks.
E Their food supply is concentrated in one area.

GO ON

116. The authors' style includes the use of

F hyperbole.
G progressive time.
H comical anecdotes.
I humorous descriptions.
J point of view.

117. The authors organized their material according to

A characteristics of the species.
B logic.
C chronology.
D description.
E most important to least important information.

118. Which of the following are statements of fact?

F The more scientists look at penguins, the more they are fascinated by them.
G Penguins increase their normal weight by as much as 50% before shedding their coats.
H Penguin plumage resembles a tuxedo.
I Penguins' white underside is unnoticeable to sharks or leopard seals.
J The emperor is the largest living penguin.

119. The description "black-tie plumage" is an example of

A simile.
B personification.
C hyperbole.
D metaphor.
E alliteration.

120. The most important factors in penguins' environmental success are

F their finlike wing structure.
G fossil evidence of giant penguins.
H their diving and leaping abilities.
I their nesting habits.
J their feathers' oily coating.

121. Penguin habitat extends

A from pole to pole.
B south of the equator.
C across Antarctica.
D to the South Pole.
E along the edge of Antarctica.

122. To which of these are penguins especially well-adapted?

F walking long distances
G swimming long distances
H frigid water temperatures
I locating food in the snow
J crowded living conditions on shore

GO ON

123. Which conclusion **best** describes the condition of most penguin species?

A They appear to be thriving in most nesting locations.

B They may be in danger of extinction.

C Overpopulation has become a serious problem.

D Their territories are expanding to new lands.

E They are in danger of being overrun by their predators.

124. What does the article suggest about the difference in physical size among penguin species?

F The smallest species have the most difficulty surviving.

G Large species tend to be more aggressive than small species.

H Size differences prove that penguin species do not share a common ancestor.

I Size differences have little effect on penguins' basic needs.

J Smaller species tend to be better swimmers than larger ones.

125. Which of the following words comes from the Latin word *multare*, meaning *to change*?

A multiply

B molt

C molten

D molto

E multitude

Read each question below and mark the <u>best</u> answer in your answer booklet. There is only one <u>best</u> answer.

Here is an excerpt from the novel *Hard Times*, by Charles Dickens. The scene takes place in a classroom in an industrial city of the English Midlands during the nineteenth century. A gentleman is visiting the classroom to supervise the instruction. Read the excerpt. Then answer question 126.

"Now, what I want is Facts. Teach these boys and girls nothing but Facts. . . . You can only form the minds of reasoning animals upon Facts: nothing else will ever be of any service to them. This is the principle on which I bring up my own children, and this is the principle on which I bring up these children. Stick to Facts, sir!". . .

The speaker, and the schoolmaster, and the third grown person present, all backed a little, and swept with their eyes the inclined plane of little vessels then and there arranged in order, ready to have imperial gallons of facts poured into them until they were full to the brim. . . .

126. The author described the children as "little vessels" to show that

F they were hiding secrets.

G they contained much information.

H they needed to pour out their ideas.

I they needed to be filled with knowledge.

GO ON

For question 127, read the sentence with the missing word and the question relating to that word. Then choose the word that best answers the question.

127. The name of the new product was chosen for its _____ of serenity.

Which of these words would indicate that the product's name had an implied meaning of serenity?

A revelation
B connotation
C correlation
D classification

128. Which of these words probably comes from the Latin word *truella*, meaning a *small ladle* or *dipper*?

F troll
G trowel
H trough
I trundle

GO ON

Several students are doing research on the native environment of bamboo and its present uses. The students are studying maps and reading books and articles. They are also making outlines and bibliographies for the reports they will write about bamboo. The following item is related to the students' research project.

Use the outline and bibliography below to answer question 129.

(Title)_____

I. Uses of bamboo
  A. Construction
    1. Homes
    2. Bridges
  B. Household objects
  C. Modern manufacturing
  D. Food
    1. Human
    2. Animal
      a. _____
      b. Wildlife

II. Facts about bamboo growth
  A. Natural forests
  B. Cultivation
  C. Flowering
  D. Important varieties
    1. _____
    2. _____
    3. _____
    4. _____

III. Bamboo in Asian art and culture
  A. Literature
  B. _____
  C. Gardens
  D. Musical instruments

Bibliography

Ashurst, Susan, and Reiko Sumada. *A Gardener's Guide to Bamboo.* London: Millford Press, 1968.

Dahari, Irene. "Bamboo: An Endangered Cash Crop." *World Agriculture,* May 1986, pp. 43–49.

Greenberg, Charles. *The Art of the Japanese House and Garden.* New York: Castell and Bates, 1966.

Osugi, T. "The Artifacts of Daily Life: The Bamboo Exhibit at the Asia House." *Sunrise Weekly,* 20 Jan. 1987, pp. 35–40.

Paul, Mary. "Bamboo and the Panda Crisis." *West-East News,* July 1986, pp. 42–44.

Sumada, Reiko. "Bamboo, the Whisper of Japan." *Western Gardens,* Oct. 1979, pp. 61–67.

Takeuchi, M. *Nature and Art in the Orient.* Tokyo: Asia Press, 1986.

129. Which of these would be the best title for a report based on the outline and the sources shown?

A "Bamboo in the Home"
B "The Beauty of Bamboo"
C "The Versatility of Bamboo"
D "Bamboo in the Arts of Japan"

GO ON

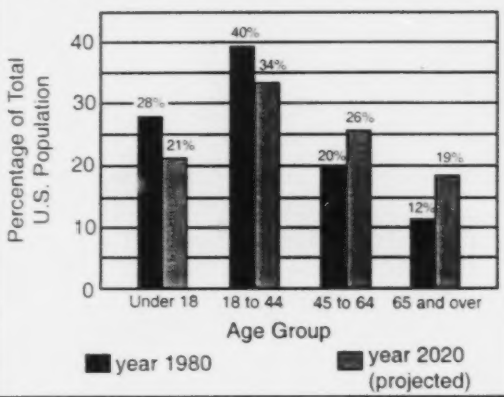
Use the information below to answer question 130.

UNITED STATES POPULATION BY REGION

Regions of the United States	Total Persons Counted* (in millions)		
	1960	1970	1980
Northeast	45	49	49
Midwest	52	57	59
South	55	63	75
West	28	35	43

*rounded to the nearest million

UNITED STATES POPULATION BY AGE



130. If the population pattern from 1970 and 1980 continued, which region probably had the fewest people in 1990?

F West
G South
H Midwest
I Northeast

Use the bibliography for a student's report about William Shakespeare below to answer question 131.

Bibliography

Baker, Gloria. *An Annotated Bibliography of Shakespeare's Plays*. Chicago: Chicago Press, 1987.

Katovsky, Boris. *The Globe Theater and Shakespeare*. London: New Review Press, 1990.

Pomeroy, Richard. "Poets and the Literature of the English Court." *Ralston Review*, Oct. 1989, pp. 257–283.

Shakespeare, William. *Titus Andronicus*. In *Sixteenth-Century Literature*. Ed. by Bernard Green. 1st ed. New York: G.B. Pierce, 1991, pp. 72–162.

Stimson, Katherine. *Shakespeare: A Critical Biography*. San Francisco: Stratton Publishers, 1982.

Ventura, Leticia. *Shakespeare: The Years of Fame*. Boston: A. Lewis and Sons, 1988.

131. *A Fresh Look at Shakespeare's Comedies*, a book written by Susan Palmer, was published by Joyce Press. If added to the bibliography, where should this entry be placed?

A after the entry for *Shakespeare: A Critical Biography*
B before the entry for *An Annotated Bibliography of Shakespeare's Plays*
C between the entry for *The Globe Theater and Shakespeare* and the entry for "Poets and the Literature of the English Court"
D between the entry for *An Annotated Bibliography of Shakespeare's Plays* and the entry for *The Globe Theater and Shakespeare*

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Use the library catalog card below to answer question 132.

822.3 **Coletti, Lucille**
C The greatest English playwright / Lucille Coletti and Lionel Richards.—Chicago: Bard Publishing, 1988.

321 p. : ill. ; 26 cm.

Includes index: p. 319–321.

1. Shakespeare, William, 1564–1616—Criticism and interpretation. 2. Great Britain—Civilization—17th Century. 3. English literature—Middle English—History and criticism. I. Richards, Lionel. II. Title.

132. According to the catalog card, another card for this book would be filed under

F B for Bard.

G C for Coletti.

H L for Lionel.

I R for Richards

GO ON

A group of students is doing research for reports they will write about Nobel prizes. The students are reading books and articles and taking notes. The following item is related to the students' research on Nobel prizes.

Use the library catalog cards and the list of articles below to answer question 133.

CARD 1

ENDOWMENTS

001.44 M
Martel, Phillippe
Recipients of the Nobel prize / Phillippe Martel, editor.—Minneapolis, Minn. : Premier Press, 1986.
350 p. : ill. ; 22 cm.
1. Nobel prizes. 2. Rewards (Prizes, etc.). 3. Endowments. I. Title.

Nobel prizes
Bertha von Suttner, Nobel achiever. R. T. Arnaud. por *Wor Digest* 67:12 0 31 '86
Choosers and chosen. (The Nobel Award Foundation) bibl il *Educ Rev* 11:10 N 16 '86
Marie Curie, ahead of her time. R. T. Arnaud. *Wom Sci* 24:17–21 Ja 18 '86
Nobel: A legacy of peace. G. Cardoza. *Sun Jo* 106:31–3 F '87
Nobel prize winners of the 1980s. R. Hamelin. bibl f il pors *U Hist* 38:12–25+ Ag 15 '85

CARD 2

001.44 N
Noriko, Natalie
Crowns of distinction: international prize winners / Natalie Noriko. — Newark, N.J.: National Press, 1987.
306 p. : col. ill., charts ; 22 cm.
Includes index.
1. Nobel prizes. 2. Rewards (Prizes, etc.). 3. Endowments. I. Title.

PUBLICATIONS KEY

Educ Rev—Education Review
Sun Jo—Sunrise Journal
U Hist—Update History News
Wom Sci—Women in Science
Wor Digest—World Digest

133. Which two publications include illustrations?

A *World Digest* and *Education Review*
B *Sunrise Journal* and *Education Review*
C *Updated History News* and *Sunrise Journal*
D *Education Review* and *Update History News*

CLOSE YOUR BOOKLET **and answer booklet so your teacher will know you are finished.**

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Answer Key for
The Sheer Wonder of Penguins
Grade 11 Informational Passage

Item	Correct Answers	Standards Category	Item	Correct Answers	Standards Category
104	I	1.2 A	119	D	1.3 C
105	A, E	1.2 A 4	120	H, J	1.2 A
106	H	1.1 F	121	B, E	1.3 A
107	A, C	1.2 A	122	G, H, J	1.1 D
108	F	1.7 A	123	A	1.1 D
109	A, B, D	1.3 B	124	I	1.1 G
110	I	1.3 C 2	125	B	1.7 A
111	C, E	1.2 A	126	I	1.7 B
112	H, J	1.1 E	127	B	1.7 C 1
113	A, D	1.1 D	128	G	1.7 A
114	G, H, I	1.1 G	129	H	1.8 A
115	A, B, E	1.1 G	130	D	1.8 C 5
116	I, J	1.3 B	131	H	1.8 C 4
117	A	1.2 A	132	D	1.8 B 5
118	G	1.2 A	133	I	1.8 B 5

Note: The 2000 PSSA Reading assessment for grade 11 included multiple-response multiple-choice/selected-response items that offer five answer choices with one or more possible correct answers. Only single-response multiple-choice/selected-response items will be included in the 2001 PSSA Reading assessment.

Constructed Response Question

Some early explorers couldn't decide if penguins were fish or birds. According to this article, penguins have characteristics of both. In the space provided below, tell about the fish- and bird-like qualities and explain how early explorers could have been confused. Use your own ideas and examples from the article to support your answer.

As you write be sure to:

- **Explain how it could have been confusing to determine whether penguins were fish or birds.**
- **Use information from the article to support your explanation.**
- **Include your own ideas.**
- **Write neatly and clearly.**
- **Use only the space provided.**

AFTER YOU HAVE CHECKED YOUR WORK, *CLOSE YOUR BOOKLET* AND ANSWER BOOKLET SO YOUR TEACHER WILL KNOW YOU ARE FINISHED.

STOP

Constructed Response Examples

Early explorers could have confused the penguin for either a bird or a fish because of several features for which it has.

Penguins could be considered a fish for many different reasons. First of all the penguin can swim underwater like a fish. Plus it eats a small shrimp called krill which many groups of fish eat. Also a penguin glides through the water and can make sharp turns in the water just like a fish can. Showing that in fact a peguin could be a fish.

But the idea that a penguin could be mistaken for a bird could also be very well backed up. The best example for this is that it has wings also it has a body covered with feathers which it then molts showing it can be a bird. Also laying an egg and having the father watch it while the mother is getting food is another example of the penguin's bird-like qualities.

Wether bird or fish the penguin is surley a remarkable animal which sports qualities of both fish and birds wrapped up in a waddling black and white package.

4 - The response demonstrates a thorough understanding and uses text-based facts to elaborate and support an explanation of how penguins could be seen as fish and birds. It shows a level of comprehension that extends beyond the literal to the evaluative, exhibited by the specific information that was selected.

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Penguins have Characteristics of fish and of birds. At one time records show they could fly but gave it up for life in the Sea about 60 or 70 million years ago. Penguins have wings but they can not fly in the air like birds. Their wings are finlike for helping them swim in water. Penguins have solid bones which helps them dive deep in search of their prey. Most birds have light weight bones in order to fly. With all these different characteristics it would have been hard classifing this waddling, flightless seabird.

Instead of molting a few feathers at a time like most birds, Penguins molt their entire coat all at once. Penguins are noted for their diving ability one recorded was 18 minutes. Longer than most marine mammals.

Penguins lay eggs mostly one.

These Creatures have captured the heart of humans with so many abilites. They were diffitenly classified as birds eventhough they have many fish and bird like features.

3 - This student coherently selects text-based information that explains the characteristics of birds and fish. This demonstrates a more literal and adequate understanding of the text.

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Penguins have many bird-like characteristics. Their physical features are similar such as feathers and a beak. There are also differences for instance a penguin is flightless.

Penguins also have characteristics similar to fish. They are record-holding divers and very fast swimmers. They can last in the ocean for a long time, without going on land.

Over time, the penguins wings evolved into narrow, bony flippers. Penguins have solid bones better suited for life in the water.

3 - The student demonstrates a coherent and adequate understanding and interpretation of the text by selecting information that is more literal yet supports an explanation of how penguins could be fish or birds.

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The Penguin is like a fish and a bird in a lot of ways. I'm here to tell you about them. The first thing that I am going to tell you is how the penguin is like a fish. It is like a fish because of the way they swim and the depth of the swim they go.

The next thing that I am going to tell you is how they are like a bird. They are like a bird because they have to go out and find some stuff to build a nest. They build nests so they can leave there eggs and they can have a place to sleep so they don't have to sleep on the ground.

I just gave you a few ideas of why they are like a fish and a bird. I want to thank you for taking time out of your sicedule to read this.

2 - The student demonstrates a limited understanding/interpretation of the text in a limited and literal response. "They swim" and "they build nests" is about all the information given.

Early explorers could have mistaked the penguins as fish because of their ability to swim rapidly in the water and to dive for long periods of time. But then again exploring though that penguins were big birds with their bird like features such as bill, and their shape, flippers that looked like tiny wings.

2 - The response consists primarily of literal facts from the text and lacks enough information to show more than a limited understanding.

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I would cofusing if penguins were fishor birds if they could fly.

Penguins come the Artic Northor South. They like cold, they swim and look for food in the ocaw. They can't fly, but they are part of the bird group. They leat batemfish, aurk squit krill.

1 - This response consists of disjointed literal facts and the student does not use that information to address the task in more than a very limited manner. It is difficult to understand which of the attributes given are to determine whether the penguin is a fish or bird without a lot of inference or assumption.

The penguins seemed like fish to the early explorers because of the way they swam and acted.

1 - The student identifies one text-based fact that is not connected to anything to help demonstrate he/she has a limited understanding of the article. It is an isolated, sketchy detail.

I know nogthing about penguins

0 (IO) - This response qualifies as a refusal to perform.

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GLOSSARY

1. Informational Passage – A nonfiction selection.

2. Narrative Passage – Text in any form that recounts or tells a story.

3. Performance Task – A constructed response task based on the passage and/or text. The task allows students to reflect on what they have read, integrate prior/background knowledge with text-based meaning, extend meaning and express their own ideas.

4. Purpose Statement – The statement used to establish the reason for reading a passage, article, etc.

5. Reminder Statement – Five short statements which restate the performance and/or task.

6. Rubric – A set of scoring guidelines for judging student work on performance-based tasks.

7. Selected-Response – A series of multiple-choice items about the passage. Students are asked to choose the correct or best answer from the choices provided.

** The Reading Assessment Handbook offers additional definitions.